

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

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

William Cobey, Chairman	Kevin Howell
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	John Tate
Gregory Alcorn	Rebecca Taylor
Eric C. Davis	Patricia Willoughby

Also present were:

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

CALL TO ORDER AND INTRODUCTION

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

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

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request. Hearing none, Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for March 4-5, 2015, as presented. Following approval of the agenda, Chairman Cobey noted for the audience that the Board's committee times are approximate, but if discussions warrant more or less time, the schedule could change.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the Board voted unanimously to approve the State Board of Education meeting agenda for March 4-5, 2015, as presented.

SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. He called on Dr. Atkinson to introduce the fir Issues Session, which highlights the Division of Federal Program Monitoring and Support.

- **NC Department of Public Instruction Division Profiles**
 - ❖ **Division of Federal Program Monitoring and Support – Ms. Donna Brown (Director)**

Dr. Atkinson recognized Ms. Donna Brown (Director) to provide an overview of the work of the Division of Federal Program Monitoring and Support in this fourth in a series of division presentations.

Using a PowerPoint presentation, Ms. Brown prefaced this presentation by explaining that the mission of the Federal Program Monitoring and Support Division is to ensure that federal and state education funds contribute to the goal of all students meeting or exceeding rigorous state standards. Ms. Brown highlighted the four key functions of the Program Monitoring and Support Division and connected each with the Board's strategic goals. The four key functions include grants administration, program monitoring, data collection and reporting, and technical assistance. The division

- Administers about \$519,000,000 in federal and state grants provided to 115 local education agencies, more than 100 public charter schools, and more than 1,400 schools each year through formula and competitive grants. Ms. Brown shared a list of programs, including federal and state initiatives.
- Provides a web-based grants management system, the Comprehensive Continuous Improvement Plan, to connect activities supported by multiple federal fund sources to a single district plan.
- Monitors compliance with federal requirements and the allowable use of federal funds by conducting more than 200 on-site consolidated reviews and specific program quality reviews each year.

- Facilitates data collection and reporting requirements for the Consolidated State Performance Report, the Profile and Performance Information Collection System, and the Migrant Student Information Exchange.
- Provides a variety of technical assistance to ensure that federal programs are not merely a funding source, but an opportunity to think about teaching and learning in a different way.

In response to Board member Oxendine's question, Ms. Brown provided an overview of the teacher student loan forgiveness program and how LEAs can use this incentive in their recruiting efforts. In addition, and at the request of Dr. Oxendine, Ms. Brown spoke about the distribution of ESEA funds across the state, which is generated based on poverty associated with ADM. All 115 LEAs receive Title I funding.

Board member Willoughby expressed interest in continuing to highlight the return on investment (ROI) for pre-school programs. A brief discussion ensued about the efforts toward collecting this type of data so that states can see the value of the investment.

At the request of Board member Taylor, Ms. Brown elaborated on site reviews. In addition, she explained that Prayer Certification is a requirement that is designed to provide the written certification that LEAs have no policy that prevents or otherwise denies participation in public prayer in their schools. To receive federal funds, the state has to annually attest that its LEAs are in compliance with this requirement, according to Ms. Brown. As it relates to the onsite visits, noting that there are 115 LEAs and more than 90 charter schools, Chairman Cobey asked if these were school-based onsite visits. Ms. Brown explained that the division conducts a sampling in the LEAs of a minimum number or percentage of schools to review as it relates to school level information such as School Improvement Plan, i.e. school wide components, parent involvement activities, etc. As it relates to charter schools, while not every year, every charter school is monitored, according to Ms. Brown. In response to Chairman Cobey, Ms. Brown also spoke about the risk-assessment process, which is currently on a four-year cycle, and coordinated with the Division of School Business.

Vice Chairman Collins asked Ms. Brown to speak briefly about the type of flexibility she would like to see with the ESEA reauthorization. In response, Ms. Brown explained that she would like to see supported in the reauthorization, states being allowed to produce their own identifications of schools. She explained that schools are identified based on a certain set of metrics at the state level and the federal level requires something different, which has been a source of confusion.

As it relates to using funds to hire instructional coaches, Dr. Oxendine shared that she continues to hear concerns in her region about future loss of resources for these instructional coaches. Explaining that she did not collect this particular data for today's presentation, Ms. Brown spoke anecdotally that by in large LEAs are using the majority of federal funds to pay classroom teachers' salaries. She added that it has been challenging for LEAs to make these resource decisions in light of local and state fund reductions over the past few years. State Superintendent Atkinson shared that in many cases, Race to the Top funds have been used for instructional coaches and that may be part of the concern Dr. Oxendine is hearing since those funds are coming to an end.

At the request of Board member Alcorn, Ms. Brown spoke briefly about the Migrant Education program, noting that she would share an in-depth annual report on the outcomes to migrant students with Board members in the future.

Noting that he works at a Title I school, Teacher of the Year James Ford asked how Title I funds are allocated, i.e., are they targeting anything programmatically that is systemic about low-income schools. Ms. Brown explained that a significant amount of attention has been given to Responsiveness to Intervention, and now the Multi-Tiered System of Support. She explained that those models, which were initially designed for students with disabilities, but have been found to be affective with many at-risk populations, provide frameworks for continuous improvement. She explained that, generally, decisions about funding are made as close to the classroom level as possible.

➤ **Twenty-First Century Professional Issues**

❖ **Teacher Effectiveness Model Update – Dr. Rebecca Garland (Deputy State Superintendent), Dr. Lynne Johnson (Director, Teacher Effectiveness) and Dr. Thomas Tomberlin (Director, District Human Resources Support)**

Dr. Rebecca Garland set the context for this presentation by providing a historical perspective dating back to the 80s about improving student learning by ensuring great teaching through teacher evaluations and school accountability.

Dr. Lynne Johnson explained that for the past five years, the Department has worked to build an educator evaluation system that is continuously providing face-to-face and virtual learning for teachers and principals. The primary reason for this is to increase effectiveness, according to Dr. Johnson. She elaborated about the facilitated focus groups that were convened four years ago to talk with teachers about Standards 1-6, which would have equal value and that the goal was to use the system to identify highly effective instructional practices and support teachers to increase their effectiveness. Similar conversations occurred with principals and assistant principals about how the eight standards were equal and would identify strong leadership practices and support leaders to increase their effectiveness. Throughout these convenings feedback was collected from the focus groups. Dr. Johnson explained that currently the Division of Teacher Effectiveness is facilitating Principal Ready Learning Sessions in every region to support the observation and coaching practices. In addition, Dr. Johnson shared a list of additional evaluation tools. She pointed out that the first seven on the list of additional evaluation tools have been validated and the tools with asterisks are optional best practices. She explained further that a candidate rubric for teachers and principals is also available, resulting from collaboration with public and private IHEs to ensure alignment from preparation pre-service to in-service and beyond.

Dr. Johnson explained that McREL has partnered with DPI in the development of the standards, which is a one-year process for each group of standards. The steps include

- Develop draft rubrics
- Pilot test materials
- Field test materials
- Validation study
- Present study findings

Since 2007, North Carolina has spent \$5 million on this development. Dr. Johnson provided a snapshot of the evaluation process including the minimum observation requirements. Dr. Johnson also pointed out that Standards 1-5 measure instructional leadership behaviors of teachers and principals, and Standards 6 and 8 provide the results related to student growth.

At this time, Dr. Thomas Tomberlin spoke about teacher evaluations in North Carolina and how they are used to measure teacher effectiveness. He noted that many teachers will receive their first status of the evaluation system at the end of the 2014-15 school year. Dr. Tomberlin explained that North Carolina has a unique model in that the six standards for teachers and eight standards for principals stand alone. It is a conjunctive model, meaning that teachers and principals must be proficient (or better) on all standards in order to receive an overall effectiveness rating. These standards are not averaged or indexed, according to Dr. Tomberlin. However, unlike the observational standards, student growth (Standard 6 for teachers and Standard 8 for principals), requires three years of valid data in order to generate a rating. After speaking briefly about the basics of Standards 6 and 8, Dr. Tomberlin elaborated on how the three index scores are used to calculate the three-year rolling average to produce the overall rating for Standard 6 for teachers.

In response to Board member Oxendine's question, Dr. Tomberlin reiterated that, by design, Standards 1 through 5 bare equal weight. State Superintendent Atkinson stated that the rationale for not assigning weights is that this is a continuous improvement model so that it can be used to help all teachers grow in a particular school.

Noting that the model has many terrific attributes, Board member Eric Davis shared that according to principals and teachers, most of the standards are reliant on an observation tool and the challenges are being able to observe and provide feedback. Mr. Davis asked if the Department was exploring any other methods of gaining the basic data a teacher needs in addition to what a principal can observe. Dr. Tomberlin stated that the Department is continuing to work to make this an even stronger evaluation system because movement toward potential teacher compensation reform must be founded on a strong evaluation system.

Returning to the presentation, Dr. Tomberlin explained that once we have a Standard 6 rating, we will have the ability to provide the teachers with a status rating, which is an overall indicator of the teacher's effectiveness based on observational data and the Standard 6 rating. Dr. Tomberlin reviewed the status categories, which include: In Need of Improvement, Effective, and Highly Effective.

As it relates to the first status, Dr. Tomberlin explained that for all teachers and principals the first status (for a cohort) for Standard 6 or Standard 8 will be generated from the best two out of three valid Standard 6 or 8 ratings. School-level growth that has been assigned to a teacher as a result of a waiver (from NCFEs or ASW) will function as a valid Standard 6 rating. School-level growth that has been assigned as a result of a lack of data for a teacher (i.e., not from a waiver) will not count as a valid Standard 6 rating. Dr. Tomberlin provided some examples of status scenarios for the Board's understanding. In addition, he included status scenarios for the second year.

As it relates to student growth and teacher effectiveness, Dr. Tomberlin reiterated that the six standards (eight for principals) are weighted equally in the determination of teachers' effectiveness ratings. He stated that in practice, however, student growth carries much more weight in differentiating teachers in

terms of effectiveness, which is due to Nominal vs. Effective Weighting. To illustrate the point, Dr. Tomberlin reviewed the observational data for the 2013-14 school year.

According to Dr. Tomberlin, Standard 6 i.e., student growth, plays a greater role in determining teacher effectiveness ratings than observational data. He stated that the disproportional effect of student growth is an artifact of the lack of variation in observational data, not a value judgment. More accurate assessment of teacher performance is critical to maintain the value of the evaluation system and can improve this phenomenon.

At this time, Dr. Tomberlin shared analysis conducted in conjunction with DPI's partner at SAS who does the student growth scores to show why evaluations matter using middle performing students who were differentially assigned to a high value-added teacher or a low value-added teacher for consecutive years. The analysis clearly shows a differential impact on student learning, according to Dr. Tomberlin.

As it relates to strengthening the evaluation system, Dr. Tomberlin shared that currently the evaluation system is comprised of three features: principal observation, principal feedback and student growth data. The Department proposes to strengthen the system through the incorporation of student feedback. In addition, the Department would like to incorporate content specific feedback. According to Dr. Tomberlin, the addition of these measures would provide a much more accurate read on what teachers need to grow and improve. Dr. Tomberlin spoke briefly and shared the results from a small pilot conducted with select LEAs across the state last year incorporating student surveys to identify the relative effectiveness of teachers. A brief discussion occurred about institutionalizing the process of using student surveys in the evaluation process, and the financial challenge to support the survey process.

Vice Chairman Collins asked Dr. Tomberlin to share why teachers are not accepting of this evaluation process, specifically Standard 6. Dr. Tomberlin stated that he believes that one of the reasons is that the complexity of the measure doesn't lend itself to simple recreation by the teacher. He explained that with the ABC model, most principals had a ledger from which immediately following the test administration they could calculate their ABC growth and knew immediately what was happening. Currently, we use not only the data in the current year, but data as far back as we can possibly look for students in order to build confidence around the estimates being distributed. He stated that it is precisely the thing designed to protect teachers from misidentification that causes the most concern about the measure. Dr. Atkinson shared that another complexity is that in North Carolina, we have had end of grade and end of course tests in mathematics and reading, and now with this model with final exams there is an entirely new group of teachers for whom for the most part have never had end of grade and end of course tests. She added that any time something new is added to a teacher's plate, it develops angst. In addition to the analysis of student work, another concern is the professional development involved to ensure that teachers understand the system. At the request of Dr. Atkinson, Teacher of the Year Advisor Karyn Dickerson explained that there are a lot of reasons why teachers are uncomfortable with Standard 6. For instance, she stated that one of the admissions made today that you can be accomplished in all the other categories or distinguished and could meet expected growth, but still not be labeled a highly effective teacher. She spoke about the impact on teachers who are outstanding at reaching out to the community and bringing the community into the school, specifically the teacher that does a lot in terms of leadership and may be highly effective might not be classified as highly effective based on a test. Some teachers are concerned that Standard 6 will reward teaching to a test. Another concern is around the discussions

of basing teacher pay on those very classifications, according to Ms. Dickerson. This could cause the teachers who do a lot in the school and may be right below the bar for exceeding expectations to make less money than those teachers who only teach to the test and don't focus on the full child development. Teacher of the Year Advisor James Ford added that ultimately it would be left up to the said administrator and its implementation and doesn't take into account situations that are not necessarily represented in the model such as low-achieving schools and low-achieving students. Ms. Dickerson stated that teachers really do want to grow, but there is concern about how the data will be used that creates anxiety among a great deal of education, i.e. whether it is a student survey or publishing of teachers' EVAAS scores. She added that EVAAS scores are great to show teachers how they perform with certain quartiles of their students, but the information is provided sometimes weeks later. Even though a useful tool, it doesn't always seem like it is in a timely enough manner to impact instruction or instructional decision making on the part of the principal as it relates to which classes to assign a teacher.

A brief discussion occurred about the impact on the evaluation system on Title I schools. Dr. Tomberlin pointed out that, with growth, there is no correlation between student population and the ability to promote growth, and it is important to communicate this message to teachers. Dr. Garland added that it is important to note, that in either 60 or 80 of the "F" schools (meaning extremely low proficiency), 75 percent or more of those teachers exceeded growth. She stated that this was the only statistic that could give the principal any data to show they don't have a teacher problem. The data protects high performing teachers in a school with poverty. Otherwise the conventional wisdom is that the school has all bad teachers, which is not the case due to other challenges. She reiterated that the data show that "F" schools do not equate to bad teaching. Communication remains a challenge, according to Dr. Garland.

Superintendent Advisor Brady Johnson reminded the Board that \$5 million has been invested in this process and is a step in the right direction. He agreed with the proposed incorporation of student feedback and content knowledge feedback for helping all teachers get better, which will ultimately have a positive impact on student outcomes.

➤ **Options for Differentiated Pay**

Due to time constraints, this presentation was delayed until the April State Board of Education meeting.

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

Following the lunch break, Chairman Cobey recognized Lt. Governor Dan Forest for a report of the Special Committee on Digital Learning.

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

➤ **Digital Learning Plan Update**
❖ **Lt. Governor Dan Forest**

Lt. Governor Forest shared that the Special Committee on Digital Learning met this past week to discuss a questionnaire for LEAs to complete. He explained that the Friday Institute has been doing the lion's share of the work and are at the point where more data and information is warranted from LEAs. The Lt. Governor shared that questionnaire process is something that the Committee believes should be mandatory for LEAs to complete and submit. The purpose of the questionnaire is for our ability to ensure that the LEAs are where they need to be as the process begins as well as what their long-term capability is with implementing the Digital Learning Plan, according to the Lt. Governor Forest. He added that Vice Chair Rebecca Taylor of Special Committee on Digital Learning will ask the Board to approve this item on First Reading on Thursday.

At the request of Lt. Governor Forest, Dr. Jeni Corn of the Friday Institute spoke briefly about what the questionnaire entails, the time it will take for LEAs to complete – burden on the LEAs, etc. Dr. Corn explained that this rubric is an updated version of the North Carolina 1:1 Learning Technology Initiative Rubric that the Friday Institute worked with the Department on for a number of years, but has been updated for the Digital Learning Plan. The proposal before the subcommittee and the Board was the idea that we had to get a good understanding of where the LEAs are in relation to the Digital Learning Plan around professional learning, leadership, infrastructure, etc. so that as recommendations are being made around resource allocations, priorities can be made based on data, according to Dr. Corn.

Dr. Corn stated that the rubric is not intended to be a significant burden, but rather an opportunity to reflect on where they are currently in relation to the transformation to digital learning. She shared that the Friday Institute recommends that the LEA superintendent or technology director ask their leadership team, via individual reflection, to complete the rubric to the best of their ability and then come together as a leadership team to come to consensus during a single meeting. The rubric would be submitted online.

Lt. Governor Forest stated that all LEAs and charter schools will be asked to complete the rubric and submit it by May 15. He noted that State Superintendent Atkinson has agreed to speak to the superintendents about this rubric during their Superintendents' Quarterly meeting next week. Dr. Corn also noted that she has contacted RESA directors and Jack Hoke (Executive Director, NC Association of School Administrators) that this might be coming down the line.

Lt. Governor Forest and several other Board members commended the Friday Institute for its partnership with the Department and State Board of Education.

➤ **Race to the Top Wireless Infrastructure Initiative**
❖ **Adam Levinson (Director, Race to the Top)**

Mr. Adam Levinson set the context for this presentation by explaining that this is a follow-up to the discussion that occurred in Charlotte in October 2014. He reminded Board members that in October, the Board approved the idea and granted approval to move forward in developing a list of schools that would qualify for an allocation of RttT funds as seed money to draw down federal e-Rate dollars, and dramatically enhance the scope of installations of wireless infrastructure. The goal of today's presentation is to ensure the Board is apprised of the process. Mr. Levinson explained that, in April, the Board will be asked to approve those RttT allocations in order to disburse the funds to LEAs so the work can be started.

Using a PowerPoint pie chart to document the need, Mr. Levinson noted that this information is based on extensive surveying at the beginning of Race to the Top where they worked with all of the LEAs to determine their assets related to technology. In terms of school wireless infrastructure, less than 22 percent of the more than 2,300 schools that they interviewed were in good shape, i.e., they had what they needed. Mr. Levinson pointed out that approximately three percent of the schools had nothing, 35 percent were judged to have marginal equipment, and 40 percent were in between and had a little better ability to get to the next level. Mr. Levinson explained that all of this comes together to form an \$80 million need to get the state initially where it needs to be as it relates to a standard for having equipment at the density needed to support pervasive digital learning.

Going forward there would need to be a stream of funding to help refresh (roughly 20 percent) of the schools every year, according to Mr. Levinson. He spoke about briefly about leveraging RttT & E-Rate. Mr. Levinson shared that North Carolina is approved by the U.S. Department of Education (USED) to use \$4.6 million of RttT funds for a local portion of the match. Mr. Levinson added that the Department has submitted another request to USED to add an additional \$10.4M for a total of \$15M in RttT funds that would serve to draw down \$37 million in E-Rate funds. Mr. Levinson stated that while this doesn't get us all the way to \$80 million, it is a good jump start to meeting the initial infrastructure, noting that this is before any kind of appropriation the State Board has requested from the General Assembly for 2015-16 year.

As a reminder, Mr. Levinson shared the initial guidelines approved by the Board to determining a priority list of the schools, which is based on need.

1. E-Rate discount rate (highest discount – 85% - gets highest priority)
2. Current wireless infrastructure status (biggest gap from standard gets highest priority; age of any existing equipment factors in) – based on statewide survey
3. High ◊ Middle ◊ Elementary

As it relates to progress, Mr. Levinson reviewed the actions taken to date.

1. Surveyed and communicated with districts
2. Used State Board - approved criteria and Federal Communications Commission (FCC) criteria to create priority list of – 600 schools to be served. The 600 schools are across approximately 65 LEAs, 18,000 classrooms, and would serve approximately 300,000 students.
3. Released Request for Proposals (RFP) for wireless infrastructure equipment/installation
4. Submitted State plan to FCC for eRate match

5. Submitted amendment to USED proposing redeployment of \$10.4M of RttT funds

Mr. Levinson then reviewed the following timeline of next steps:

- March 7-10 - Award Statewide equipment & service contracts – consortium pricing for districts to access
- March 26 – LEAs submit E-Rate filings to FCC (NCEdCloud Team assists as needed)
- April 2 - Board hears/approves allocation of RttT funds to districts for wireless installations
- April 7 - NCDPI allocates RttT funds to LEAs
- April – August 15 - Districts begin infrastructure upgrades

A brief discussion occurred about the financial advantage for all of the LEAs in this process. Currently, there are 29 responses to the RFP, which is critical to driving down the costs. Lt. Governor Forest recognized Mr. Phil Emer for comments from a scale perspective. He explained that all of the E-Rate modernized models are built on the notion of \$150 per ADM over every five-year window. This is why it is important to get into the cadence of 20 percent of schools every year in order to get and sustain on a recurring basis.

Board member Gregory Alcorn encouraged LEAs to recognize this initiative as a milestone, which can change the face of many of these schools.

Board member John Tate stated that it feels like the first time there is assurance that the gap will be closed in five years. A brief discussion ensued. Vice Chairman Collins added that the plan could engage other sources of revenue from local governments.

In closing comments, Chairman Cobey thanked the Lt. Governor, Mr. Levinson and the Friday Institute for their leadership. He stated that this is the type of thing that the public needs to know. He asked the media to give this attention, because in his opinion, this is government at its best in providing essential infrastructure.

At this time, the Board's regular committee meetings were continued. (See committee meeting summaries).

RECONVENE IN OPEN SESSION

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

William Cobey, Chairman	Reginald Kenan
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	John Tate
Gregory Alcorn	Rebecca Taylor
Eric C. Davis	Patricia Willoughby
Kevin Howell	

Also present were:

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

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into 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 discuss personnel matters, consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:

- (1) H.B. et al. v. State Board of Education; and*
- (2) State Board of Education v. State of North Carolina et al.*

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

Upon motion made by Ms. Patricia Willoughby, and seconded by Mr. Kevin Howell, the Board voted unanimously to recess the State Board of Education meeting until Thursday, March 5, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
March 5, 2015**

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

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

Also present were:

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

Carrie
Karyn
James

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the March 2015 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that, in addition to holding its Committee meetings, the Board approved its December agenda on Wednesday.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Board member Eric Davis recused himself from discussion and voting on LFI 2. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Kevin Howell was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- SBE Chairman Cobey requested a motion to approve the minutes of the February 4 and 5, 2015 State Board meetings.
- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the February 4 and 5, 2015, State Board meetings. Seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

Chairman Cobey recognized State Superintendent Atkinson to introduce this special recognition item.

Dr. Atkinson set the context for this presentation by explaining that since 1996, North Carolina recognizes examples of superior Title I school programs to represent the state each year through the National Title I Distinguished Schools Program. She explained that schools selected must qualify in one of the following categories: 1) Exceptional student performance for two or more consecutive years, and 2) Closing the Achievement Gap between student groups. Based on a combination of academic achievement of the students and creative and innovative programs, Dr. Atkinson presented two schools that are representing North Carolina for the 2014-15 school year.

➤ National Title I Distinguished Schools

- ❖ **Chocowinity Primary School (Beaufort County Schools) – School of High Performance
Ms. Alicia Vosburgh, Principal), Dr. Don Phipps (Superintendent)**

Recognized in the category of High Performance for sustaining high student achievement over a number of years is Chocowinity Primary School, Beaufort County Schools, Chocowinity, NC. Dr. Atkinson introduced the following school representatives: Ms. Alicia Vosburgh (Principal), Ms. Summer Dial (School Improvement Chairperson/Librarian), Mr. Walker Hill (4th Grade Student), and Ms. Bashara Gaskin (4th Grade Student)

Following brief comments by Principal Vosburgh, students Walker Hill and Bashara Gaskin provided a PowerPoint presentation about their school, which included highlights about the demographics of their school, leadership, interventions and initiatives, family engagement activities, and professional development for their teachers. In addition, the students shared brief video clips throughout the presentation to share what students, teachers, and families like about their school.

The school representatives were invited forward to receive a plaque recognizing their achievement as a Title I School of Distinction. The representatives were also joined by Mr. Bruce Hill and Chris Hill, Father and Grandfather of Walker Hill. The presentation was photographed.

❖ **North Elementary School (Cleveland County Schools) – School of High Progress
Ms. Amy Moss (Principal) and Dr. Stephen Fisher (Superintendent)**

Recognized in the category of High Progress for closing achievement gaps is North Elementary School, Cleveland County Schools, Kings Mountain, NC. Dr. Atkinson explained that the school competing in this category had to demonstrate a trend of closing the achievement gap over the past three years and have a poverty rate of 50 percent or greater. She introduced the following school representatives: Ms. Amy Moss (Principal), Ms. Carol Ann Saldo (Curriculum Technology Coordinator), Ms. Denise McGirt (4th Grade Teacher), and Ms. Abby McGirt (Student).

Using a PowerPoint presentation, Principal Moss spoke briefly about the keys to North Elementary School's success, which include high expectations; accept no excuses; open, two-way communication between parents and school; build confidence in students; strong community support and a great school family. She also provided a video clip to share what their students like about North Elementary School. Following this presentation, Ms. Moss recognized student Abby McGirt who shared an acrostic poem she wrote about North Elementary School.

The school representatives were invited forward to receive a plaque recognizing their achievement as a Title I School of Distinction. The presentation was photographed.

Following the presentations, Dr. Atkinson recognized staff member Brandon Patterson (Federal Program Monitoring and Support Division) who helped to coordinate this event.

➤ **Recognition for 63 Years of Service to Public Schools**

❖ **Mrs. Evelyn Langston, Public School Retiree who served Cumberland and Harnett County Schools**

Prior to introducing Mrs. Evelyn Langston, Dr. Atkinson recognized Representative David Lewis (Harnett County) who was present in the audience to honor Ms. Langston.

Dr. Atkinson shared that Mrs. Evelyn Langston is being honored today for 63 years of service to public schools in Cumberland and Harnett County Schools. Dr. Atkinson shared the following quote from one of her employers: "Evelyn is a wonderful example of the dedicated employees working in our public schools across this state. The staff and students at Central High and Dunn High were fortunate to have had her so long. I am sure they will aspire to her commitment and her success."

Dr. Atkinson explained that Mrs. Langston began her public school career in July 1951 as a secretary for Central High School in Cumberland County. After 12 years in this position, she accepted a similar position in Dunn High School in Harnett County where she worked for 28 years until her first retirement in July 1991. Mrs. Langston later returned to work at Wayne Avenue Elementary School from November 1992 until June 2014.

Dr. Atkinson invited Mrs. Langston forward to receive a plaque from the State Board of Education recognizing her for her dedicated years of service. She was joined by her son (Eddie), her daughter

(Phyllis), her daughter-in-law (Benita), sister-in-law (Carolyn) and Representative David Lewis. The presentation was photograph.

Mrs. Langston spoke briefly about her experiences and the opportunity to work with outstanding leadership in Cumberland and Harnett counties. She expressed appreciation to her family and to the State Board of Education for recognizing her service.

Following Mrs. Langston's comments, Representative Lewis shared that he did not come prepared to speak, but came to pay tribute to Mrs. Langston for the love and patience, and the sheer number of lives she has influenced. He thanked her on behalf of all of the students and employees for her dedicated service.

SPECIAL REPORT TO THE BOARD

- The Impact of Demographics on North Carolina and Public Education
 - ❖ Dr. James Johnson (University of North Carolina's Kenan-Flagler School of Business)

Chairman Cobey introduced Dr. James Johnson, noting that he is a distinguished professor at the Kenan-Flagler School of Business at UNC Chapel Hill. He stated that Dr. Johnson is known nationwide for his work on the economic impact of demographics and would share some of his latest findings with the Board today. Chairman Cobey explained that this presentation stems from a request made by Board member John Tate.

Using a PowerPoint presentation, which is available on eBoard, Dr. Johnson provided a comprehensive overview on the topic of Disruptive Demographics and North Carolina's Education Challenge. He explained that while there are six disruptive trends, his focus today would be on two: The Browning of America and the Silver Tsunami. Dr. Johnson described the Triple Whammy of Geographic Disadvantage, which limits educational and economic opportunities of mainly America's and North Carolina's non-white youth. He spoke about the two colorful demographic processes that are transforming the complexion of North Carolina – Browning & Graying of America. The Browning of America and North Carolina is really about immigration-driven population change and its impact on our state, according to Dr. Johnson. Speaking to the population change, Dr. Johnson shared his research findings through the following data slides:

- U.S. Immigrant Population from 1900-2011
- U.S. Foreign Born Population by Race/Ethnicity, 2011
- Intermarriage Trend – 1980-2008
- Intermarriage Types of Newly Married Couples in 2008
- Non-White and Hispanic Shares of Population Growth – 2000-2010
- Relative Distribution of U.S. Births by Race/Ethnicity
- Relative Distribution of U.S. Population by Race/Ethnicity
- Total Fertility Rates of U.S. Women by Race/Ethnicity, 2007
- NC Foreign Born Population Growth, 1960-2012
- NC Population Growth by Nativity, Race, and Ethnicity, 1990-2007
- Change in the Race/Ethnic Composition of NC Public Schools, 2000-2009
- Median Age and Fertility Rates for Females in NC, 2007-2011

- NC Counties with the Largest Absolute Population Gains, 2000-2010
- NC Counties Experiencing Population Decline, 2000-2010
- NC Biologically Declining Counties, 2010-2012
- Net Importers and Exporters of Population, 2010-2012

As it relates to the “Graying” of America and North Carolina, Dr. Johnson explained that the key drivers are changes in longevity, declining fertility, and aging of the boomer cohort. He shared the following data slides:

- U.S. Population Change by Age, 2000-2010
- U.S. Population Turning 50, 55, 62, and 65 Years of Age, 2007-2015
- Absolute and Percent Population Change by Age, 2000-2010
- NC Absolute Population Change by Age, 2000-2010
- NC Dependency Ratios, 2010

In addition, Dr. Johnson shared the following data slides related to North Carolina’s Triple Whammy of Geographic Disadvantage – The Human Capital Challenge:

- Racial Typology of North Carolina Counties
- Distribution of School Age Population by County Typology
- North Carolina Racial Segregation by Census Tract
- Distribution of School Age Population by Race and Level of Neighborhood Segregation
- North Carolina Poverty by Census Tract
- Distribution of School Age Population by Race and Level of Neighborhood Poverty
- The Triple Whammy of Geographic Disadvantage
- Percent of High School Graduates Requiring Remedial Course Work

Chairman Cobey and Board member McDevitt agreed that the data is sobering. Chairman Cobey stated that he doesn’t doubt that North Carolina is up to the challenge, but recognized that you have to know what the challenge is before you can do anything about it. He thanked Dr. Johnson, noting that his research is meaningful and will help inform the State Board’s work and future decisions.

Board member Rebecca Taylor concurred with Chairman Cobey that this was one of the best presentations she had seen in a long time. She requested a copy of the PowerPoint in order to have access to the valuable information included in the report. Mr. Hill shared that the PowerPoint had just been posted on eBoard.

Board member Tate stated that the pressure on the infrastructure of the state is enormous as it relates to the magnitude of poverty. He also commented on the diversity issue and the deepening poverty issues, which are not issues that can be faced without additional resources. Speaking briefly about the diversity issues in Duplin County, Board member Reginald Kenan echoed Mr. Tate’s comments about the need for additional resources to provide the same opportunities for those students as provided in other school systems.

In response to Vice Chairman Collins question about the availability of data related to the impact of mobility among the Triple Whammy, Dr. Johnson explained that on the aging side there are counties where deaths exceed births; those people are aging in place. He shared that North Carolina has had a slow down on

Immigration, but the growth we will witness is from natural increase from the young people. He expanded further about return migration and the importance of incenting these people to return home because they come with talent, connections, location specific property, etc.

Board member Olivia Oxendine invited Dr. Johnson to speak to the graduate students at UNC-Pembroke. In response to Dr. Oxendine's question about establishing a sense of ownership in our schools from the aging population, Dr. Johnson shared that it is important to get this population to understand that they have to be involved because our competitiveness in the global marketplace hinges upon us getting education right, and this generation will be responsible for taking care of the aging population in the future.

Board member Wayne McDevitt requested a deeper dive, i.e. a facilitated discussion to understand better the policy implications, and have a strategic conversation on how to address those implications. Chairman Cobey directed Mr. Hill to note this for, perhaps, the upcoming work session.

State Superintendent Atkinson stated that the State Board of Education and the Department of Community Colleges has made some real strides in changing policy for the benefit of improving student outcomes. Dr. Atkinson suggested that she could share that data in order to demonstrate the strides made since 2010.

STATE SUPERINTENDENT'S REPORT

NCDPI Division Spotlight – Career and Technical Education Division

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the Federal Program Monitoring and Support Division.

The division

- Administers about \$519,000,000 in federal and state grants provided to 115 local education agencies, more than 100 public charter schools, and more than 1,400 schools each year through formula and competitive grants.
- Provides a web-based grants management system, the Comprehensive Continuous Improvement Plan, to connect activities supported by multiple federal fund sources to a single district plan.
- Monitors compliance with federal requirements and the allowable use of federal funds by conducting more than 200 on-site consolidated reviews and specific program quality reviews each year.
- Facilitates data collection and reporting requirements for the Consolidated State Performance Report, the Profile and Performance Information Collection System, and the Migrant Student Information Exchange.
- Provides a variety of technical assistance to ensure that federal programs are not merely a funding source, but an opportunity to think about teaching and learning in a different way.

Standards Review – Feedback Sought on Mathematics and English Language Arts Standards

NC public school parents and community members are invited to go online and give their feedback on the standards for English language arts and mathematics instruction for students in kindergarten through 12th grade.

- The survey is at <http://ncdpireview.weebly.com> and will remain available until April 30.

- Once on the site, survey participants select English language arts or mathematics and also the grade level for which they would like to answer the survey.

Although the survey respondents are anonymous, the survey does ask respondents to indicate their role: parent, community member, business and industry professional, state agency partner or higher education faculty and whether or not they have children in public school in North Carolina.

North Carolina is in the third year of implementation for its current *Standard Course of Study* and is at the initial stage of reviewing standards in English language arts and mathematics. Standards are typically reviewed for changes approximately every five years in each subject.

2014 Standards Survey of Teachers

Teachers Support Math, English Language Arts Standards

The NC DPI Standards Review Survey took place from October through December 2014, with 8,703 surveys completed.

Key findings

- Responses varied across grade levels but there was general agreement that the standards are appropriate. In math, for example
 - At the elementary and middle grades, of the 3069 surveys completed, respondents indicated that overall, 90 percent of the K-8 standards are fine as written.
 - At the high school level, of the 923 math surveys completed, respondents indicated that overall 80 percent of the standards are fine as written.

State Fellowship for Teachers

NC DPI Partners with Hope Street Group to Support Teacher Fellows

The North Carolina Department of Public Instruction (NCDPI), together with the North Carolina Association of Educators, is embarking on a new statewide partnership with Hope Street Group, a national nonprofit organization known for its influential teacher engagement work.

- Hope Street Group will bring its successful state teacher fellowship program for working classroom teachers to North Carolina in spring of 2015.
- Funded by a grant from the Bill and Melinda Gates Foundation, the fellowship is designed to elevate the teaching profession and connect educators to education policy, the yearlong fellowship will provide North Carolina teachers with training and resources to identify teaching challenges and propose solutions to district and state policymakers.
- The collaborative statewide program has already been implemented in Hawaii and Kentucky and will also be replicated in 2015 in New York and Tennessee.
- Hope Street Group North Carolina State Teacher Fellows will have access to a variety of professional development and training opportunities, including peer engagement, data collection and communication strategies.
- They will collect data from thousands of their colleagues to present to NCDPI. They will also serve as leaders within their own school communities.
- Fellows selected will represent a broad range of outstanding teachers dedicated to working toward improvements for their colleagues and their students.

- North Carolina teachers who are interested in learning more about applying to the fellowship should visit: apply.hopestreetgroup.org. Fellows will receive a stipend but will continue their regular classroom duties.

Special Recognitions

NC School Counselors Honored at White House

National School Counseling Week fell during the first week in February and the first annual White House School Counselor of the Year Award ceremony was held at the White House in conjunction with the event.

- Three school counselors from North Carolina who were semifinalists in the competition attended the White House event; Lisbeth Fillard, Kerri Bridges and Laura Inscoc.
- The American School Counselor Association has been hosting this event for years, but this is the first time it has been recognized by and held at the White House.

Governor Proclaims School Social Worker Week

Governor Pat McCrory has proclaimed March 1-7 School Social Worker Week for the State of North Carolina. McCrory's proclamation cites

- The vital role social workers play in educating our children and preparing them for the future
- Their role as liaisons between the home, school and community
- Their role in assessing the special needs of children and working with local and state agencies to make sure the needs of those children and their families are met.

New Additions Join DPI Team

- Kathy Barnes – Technology Support Analyst – NC Virtual Public School
- Lori Peterson – Education Program Administrator – Exceptional Children
- Paul Schmidt – Quality Assurance Analyst – Technology Services
- Amanda Cruz – Technology Support Technician – Financial and Business Services
- Lena White-Anderson – Departmental Purchasing Agent – Financial and Business Services
- Thakur Karkee – Psychometrician – Accountability Services
- Amy Shoop – IT Project Analyst Manager – Technology Services
- Stephen Jackson – Education Planning Development Consultant – Office of Early Learning

Superintendents Submit Retesting Proposal

- Local school superintendents have submitted a proposal to retest students who score below Level III on end-of-grade or end-of-course tests.
- Under the proposal, parents could request that their child be excused from the second administration of the test.
- For students retesting, the higher of the two scores would be used for calculating student and school scores for the READY accountability model.

NCWorks Commission

Panel Adopts Workforce Development Strategic Plan

The NCWorks Commission, which oversees the state's workforce development system, develops policy, and advises the Governor, General Assembly, state and local agencies, and businesses on how to strengthen the state's workforce, has adopted its strategic plan.

The plan

- Aligns with the strategic plans of the state’s educational and economic development systems, including K-12 public education and the NC Community Colleges system
- Aims to create an integrated, customer-centered and seamless workforce system
- Aspires to a responsive workforce system with workers prepared to continually improve their skills
- Uses data to drive strategies and ensure accountability.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Installation of Shelby Stephenson as NC Poet Laureate, Raleigh, NC
- State of the State Address, Raleigh, NC
- Emerging Issues Forum, Raleigh, NC
- Love the Bus Event, Fuquay-Varina, NC
- Joint Education Appropriations Meeting, Raleigh, NC
- Home Base Symposium, Greensboro, NC

RttT Monthly Report of Activities Completed

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

Summary Report of February Race to the Top Activities

- Submitted Year 4 Omnibus Amendment to USED on February 13; includes a transfer of \$10.4M in unexpended funds from various project areas to expand the Wireless Infrastructure Initiative
- Continued stable operation of Home Base and supported record high usage in Schoolnet without issue through January benchmark period
- Added new feature in Schoolnet; users can now designate resources in Schoolnet at the district level as “All Districts” materials and share them among all districts in NC
- Continued promoting Home Base through “Home Base teacher spotlight” series that focuses on how teachers are using Schoolnet in their daily practice, and regular webinars on all components of Home Base (Schoolnet, OpenClass, PowerSchool, and the Educator Effectiveness system)
- Opened the Analysis of Student Work (ASW) Final Schedule Validation window on February 6 with a scheduled close on February 20; as of February 18, more than 7,000 teachers had logged into the ASW Online Platform to complete their final validation
- Facilitated 182 professional development formative support sessions for approximately 6,073 participants
- Continued the Observation Calibration Training pilot; since the launch, the 422 participants in the pilot have completed 130 scoring studies (31% of all users) and 528 lessons on individual elements
- Continued supporting 222 Governor’s Teacher Network (GTN) Pathway I teachers as they collaborate statewide with their GTN colleagues in online discussion forums and submit work in the Action Research Course in Home Base; continued working with 211 GTN Pathway II teachers as they create instructional sequence materials aligned to the *NC Standard Course of Study*
- Identified interim support for selected schools/districts served by the Turnaround of Lowest-Achieving Schools (TALAS) program that have coach vacancies due to service adjustments and RttT grant coming to an end
- Continued using statewide survey results to build budgets for the schools that will receive RttT funding for the Wireless Infrastructure
- Initiative (approximately 600 schools, if recent request for additional funding is approved by USED)
- Received and reviewed 28 valid responses to the Request for Proposal (RFP) for the Wireless Infrastructure Initiative; plan to award contract(s) by early March

- Conducting Best and Final Offer (BAFO) negotiations with recommended vendor for the RFP to modernize statewide applicant tracking (to provide a single system in which applicants can apply to multiple LEAs); the RFP evaluation team includes five LEAs
- Completed BAFO negotiations and sent award recommendation to ITS for the RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data
- Finalized draft evaluation report titled *Fourth Annual Race to the Top Professional Development Evaluation Report* and prepared presentation for March meeting of the State Board of Education
- Continued data collection and analyses for the final TALAS evaluation; presented preliminary evaluation results at the Association for Education Finance and Policy (AEFP) in Washington, DC

Legislative Update

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

Ms. Beaulieu drew attention to a one-page summary of 2015 education related bills posted on eBoard. She briefly highlighted the bills (printed in bold) to watch.

2015 Education-Related Bills

1. **HB 9 – Restore School Calendar Education Purpose Waiver**
2. HB 13 – Amend School Health Assessment Requirement
3. HB 18 – Planning Year for CIHSs
4. HB 21 (SB 31) – Restore Teaching Fellows Program
5. HB 25 – School Calendar Flexibility/Alamance-Burlington
6. **HB 29 – Technical Changes to Courses of Study Statute**
7. HB 34 – School Calendar Flexibility/Certain Counties
8. HB 35 – Education Innovative Task Force
9. HB 47 – Youth Career Connect
10. HB 53 – LEA Flexibility for Supplemental Pay
11. HB 56 (SB 6) – State Health Plan/Rehired Retiree Eligibility
12. HB 62 – School Calendar Flexibility/Certain School Systems
13. HB 64 – School Calendar Flexibility (Forsyth)
14. HB 77 – School Calendar Flexibility/Certain School Systems
15. HB 84 – School Calendar Flexibility/Kannapolis
16. HB 85 – School Calendar Flexibility/Cabarrus
17. HB 88 (SB 55) – School Calendar Flexibility/Guilford
18. HB 94 – Calendar Flexibility/Certain Counties
19. **HB 96 – Charter School Financial Accountability**
20. HB 110 – Cherokee County Board of Education Elections
21. HB 111 – Stanly County Board of Education Recall
22. HB 112 – Stanly County Board of Education Election Method
23. HB 113 – Protect Our Students
24. HB 129 – High Achieving Tuition Scholarships
25. HB 133 – Modify Special Education Scholarships
26. **HB 137 – School Calendar Flexibility**
27. **HB 138 – Arts Education Requirement**

28. HB 139 – Guns on Private School Property/Forsyth County
29. HB 149 – School Calendar Flexibility/Orange County
30. HB 150 – School Calendar Flexibility/Chapel Hill-Carrboro
31. HB 153 – School Calendar Flexibility/Certain LEAs
32. HB 155 – School Calendar Flexibility/Certain Counties
33. SB 3 – State Employees/No Payroll Dues Deductions
- 34. SB 14 – Academic Standards/Rules Review/Coal Ash/Funds**
35. SB 15 (HB 22) – Unemployment Insurance Law Changes
36. SB 30 – Value Student Learning Act
37. SB 59 – School Calendar Flexibility/Person County Schools
38. SB 79 – Clinical Experience in Teacher Education Programs
39. SB 84 – Dropout Prevention & Recovery Pilot Expansion
- 40. SB 94 – Education Simplification Amendment**
41. SB 95 – Performance-Base RIF/School Policy
- 42. SB 97 – State Advisory Council on Indian Education**
- 43. SB 107 – Restore Masters-Degree Pay for All Teachers**
44. SB 117 – School Calendar Flexibility/Certain School Systems
- 45. SB 121 – The Excellence in School Leadership Act**
46. SB 176 – Charter School Grade Level Expansion
47. SB 177 – School Calendar Flexibility/Chatham County Schools

Noting that a number of these bills are policy related but also have fiscal notes attached to them, Board member Wayne McDevitt requested that Ms. Beaulieu list the Board's priorities for tracking purposes. The request was noted. State Superintendent Atkinson commented about the Department's continuing efforts to develop the online professional development module that can be used at the local level in the absence of a categorical line item for professional development. She spoke about the importance of embedding professional development into the work, which has an implication for calendars and contracts beyond 10 months. Ms. Beaulieu added that the Department is also talking to legislators on both the House and Senate side emphasizing the State Board's professional development ask in funding for this year and in the biennium. She noted that legislators are becoming increasingly aware of the need for budget resources since the RttT funds are coming to an end and have been used to provide professional development of late. Board member McDevitt requested a copy of the narrative in support of that budget request. The request was noted.

Board member Olivia Oxendine provided a brief overview of SB 97 - State Advisory Council on Indian Education. She explained that if the bill passes, it will extend an opportunity to American Indians, educators and parents, regardless of being a state-recognized tribe to serve on the State Advisory Council on Indian Education. According to Dr. Oxendine, this is important because there are other tribes, especially in the military communities that have not been represented in the past on the State Advisory Council. She explained further that another proposal in the bill is to assume more of a balance between parents and educators on the Advisory Council.

Returning to the discussion of professional development, Board member Rebecca Taylor stated that the Board needs to be mindful about dollars allocated to professional development (especially if professional development is not going to be provided online) to include substitute teachers and travel. She suggested requesting flexibility in how the funds are allocated.

INFORMATION AGENDA**HEALTHY RESPONSIBLE STUDENTS****(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)****INFORMATION****HRS 2 – Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts****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:**

G.S. §115C-12 (21) (27) directs the State Board of Education (SBE) to compile a report on dropout rates, suspensions, expulsions, uses of corporal punishment, reassignments for disciplinary purposes, alternative placements, and acts of violence in the public schools and to report annually to the Joint Legislative Education Oversight Committee.

Recommendations:

N/A

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby recognized Dr. Ben Matthews, who in turn, recognized Dr. Ken Gattis for this presentation.
- Using PowerPoint data maps and graphs, Dr. Gattis shared some key findings, noting that schools are continuing to reduce their crimes, suspensions and dropouts.
- As it relates to crime and violence, Dr. Gattis noted that the focus is on high schools. The total number of reportable acts of school crime and violence decreased by 4.7 percent to 10,132 from 10,630 acts in 2012-13. The rate of acts per 1,000 students also decreased by 5.7 percent to 6.79 acts per 1,000 students as compared to 7.20 acts per 1,000 students in 2012-13. Dr. Gattis presented a list of the most frequently reported school crimes for 2012-13. Of those reported, dangerous or violent offenses account for 3.4 percent or 343. The most frequently reported acts involved illegal possession of controlled substances, weapons (excluding firearms or powerful explosives) or alcoholic beverages, and assault on school personnel. These four acts accounted for 95 percent or 9,630 of the total number of reported acts.
- Dr. Gattis reported that short-term suspensions (10 days or fewer) among students in all grades decreased by 20 percent in 2013-14. There were 198,254 short-term suspensions reported as opposed to the 247,919 reported in 2012-13. Of that total, 42.5 percent or 84,295 can be attributed to high school students, which is a 24.1 percent decrease from the 2012-13 total of 111,122. The average duration of a single short-term suspension was 2.97 days, up from 2.74 days in 2012-13. Dr. Gattis provided a map to show the highest and lowest three-year average for short-term suspension rates among LEAs. In addition, he reported that long-term suspensions (11 days or more) declined among students in all grades in 2013-14, with 1,088 reported. This is a 23.5 percent decrease from

the 1,423 reported in 2012-13. High school students received 714 or 65.6 percent of long-term suspensions, which was a 27.3 percent decrease from the 982 reported in 2012-13. The average duration of a long-term suspension was 62.6 school days, up from 49.3 days per suspension in 2012-13. Dr. Gattis provided a map to show the highest and lowest three-year average of long-term suspension rates among LEAs. Below are the top reasons for short- and long-term suspensions:

- Short-term suspensions:
 1. Disruptive behavior
 2. Fighting or affray
 3. Aggressive behavior
 4. Insubordination
- Long-term suspensions:
 1. Possession of a controlled substance
 2. Other
 3. Aggressive behavior
 4. Disruptive behavior
- Dr. Gattis reported that the annual high school dropout rate decreased from 2.45 percent to 2.28 percent for 2013-14 (6.9 percent decrease). A total of 10,404 high school students dropped out in 2013-14 as compared to 11,049 in 2012-13 (5.8 percent decrease). Using a PowerPoint map, Dr. Gattis showed the highest and lowest three-year average of dropout rates among LEAs. There were dropout count decreases in 65 of 115 of school districts. Dr. Gattis pointed out that Tyrrell and Hyde County were the first LEAs to report zero dropouts for an entire LEA. Dr. Gattis shared a list of the most frequently reported reasons for dropouts, noting that attendance issues were again the reason most often cited for dropping out, accounting for 42 percent of all dropouts. Enrollment in a community college came in second at 14.8 percent.
- HRS Committee Chair Willoughby explained that it is important to note that this is all self-reported data.
- In closing comments, Dr. Gattis provided a list of LEA strategies used to reduce suspensions:
 - Assignment of students to Alternative Schools or Alternative Learning
 - Programs; discipline programming while assigned.
 - Alternatives to Out-of-School Suspension:
 - ❖ In-School Suspension
 - ❖ Community Service (CMS)
 - Multi-Tier System of Support (MTSS) coaches assist schools in developing early intervention strategies; Behavior Modification Technicians working directly with students (CMS)
 - Adopt/Enhance Positive Behavioral Intervention & Support (PBIS) Program (Guilford, Cabarrus, Rockingham)
 - Focus on reducing racial disparity in suspensions (Wake, Guilford, Rockingham)
 - Suspension reduction goals in district Strategic Plan (Guilford)
 - Use of counseling strategies for students in ISS and timeouts (Guilford)
 - “Discipline with Dignity” program (Johnston)
 - Alternative to Suspension program (Wilson)

- Teacher of the Year Advisor James Ford noted that it appears that most of the short-term suspensions fall under discretionary categories (left up to interpretation) and are linked to race and social economic status. In response to Mr. Ford's question about anything that could be suggested, Dr. Atkinson gave credit to DPI staff for being instrumental in starting the Multi-Tier System of Support in North Carolina. She stated that those schools having implemented that model with fidelity have contributed a great deal toward the decline of both short- and long-term suspensions. Dr. Atkinson suggested that the Board receive a presentation about the Multi-Tier System of Support in the future. Chairman Cobey directed Mr. Hill to schedule a presentation on the Multi-Tier System of Support for the Board's information.
- A brief discussion occurred about in-school suspensions.
- The full report including district-by-district data on all of the measures is located on eBoard, according to Dr. Gattis.
- There was no further discussion.

This item is presented for information only. (See Attachment HRS 2)

CONSENT AGENDA

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

Chairman Cobey noted a total of four items for consideration on the consent agenda. He asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve TCP 3, TCP 4, TCP 5 and GCS 4)

Upon motion by Mr. John Tate and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments TCP 3, TCP 4, TCP 5, and GCS 4)

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

CONSENT

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

Policy Implications: SBE Policy #TCP-C-006

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

Description:

Pursuant to the Board's policy, DPI has provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the ASW (Analysis of Student Work) process for the 2014-15

school year. LEAs were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following three LEAs have submitted a request for local flexibility from the ASW process: Thomasville City Schools, Weldon City Schools and Whiteville City Schools.

Recommendation(s):

The North Carolina Department of Public Instruction recommends State Board of Education approval.

CONSENT

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

Policy Implications: SBE Policy #TCP-C-006

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

Description:

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

The following LEA has submitted a request for local flexibility from the NCFE/CTE assessment process: One NC Final Exam/middle-school CTE waiver: Whiteville City Schools.

Recommendation(s):

The North Carolina Department of Public Instruction recommends State Board of Education approval.

CONSENT

TCP 5 – Fourth Annual Race to the Top Professional Development Evaluation Report

Policy Implications: N/A

Presenter(s): Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office), Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

Description:

This report completes the Consortium for Educational Research and Evaluation’s North Carolina Race to the Top (RttT) Professional Development Initiative. The Professional Development Initiative is an expansive and multi-faceted effort to increase student achievement by updating the knowledge and skills of the state’s public education workforce, which includes more than 100,000 teachers and 2,400 principals. This initiative is driven by a host of substantial policy changes, including: new curriculum standards and student evaluations; revised educator evaluation processes; increased emphasis on formative assessment to inform instructional decisions; rapid changes in technologies and digital resources for teaching and learning; and a heightened emphasis on improving college and career readiness for all student groups. The challenge is formidable.

The purpose of this evaluation was to provide detailed information about the implementation and impact of state, local, and online professional development efforts over the RttT grant. Since the beginning of the grant the RttT Evaluation Team has documented the state's RttT professional development efforts and submitted its findings annually. This evaluation report highlights a number of summative findings across the four years of RttT-supported professional development programs that can help inform future programmatic and funding decisions. The Year 4 report focuses primarily on the *intermediate outcomes of updating the education workforce*. In addition, the report documents the direct outcomes of the state's RttT professional development efforts for the 2013-14 school year and describes trends over the four-year course of the evaluation. This report is informed by multiple data sources, including observations, surveys, interviews, and, for the online components, evaluation rubrics and site analytics. Although RttT professional development activities are ongoing, due to reporting timelines, data for this Year 4 report were not collected after February 2014.

The overall RttT plan includes additional professional development activities that are housed under other RttT-funded initiatives that address specific groups of educators: principals, educators in the lowest-achieving schools, educators in selected STEM schools, and new teachers entering low-performing schools.

A separate report on the overall impact of RttT (to be completed in mid-2015) will assess the impacts of the highest-priority initiatives, including professional development, and will include an analysis of impact on student learning.

Summary of Findings

Overall, the state has fulfilled the requirements of the RttT professional development plan: tens of thousands of educators have been reached, high-priority needs have been addressed, the statewide professional development opportunities have been well received by participants, and LEA professional development capacity has increased. As a result of the RttT professional development programs, North Carolina educators are more knowledgeable about the new curriculum standards, student assessments, data systems, educator evaluations, technologies, and overall expectations. They are beginning to integrate these changes into their day-to-day professional practices. In addition, progress has been made toward developing local leaders' professional development capacity, built on strong LEA and regional collaborative networks.

State and Local Impacts

In the first three years, state-level professional development focused on the transition to new curriculum standards across all grades levels and content areas. This focus continued in the fourth year, and offerings were expanded to include four other priority areas: implementation of formative and summative assessments, use of data to support instruction, effective utilization of the North Carolina Educator Evaluation System, and use of technology for teaching and learning.

The North Carolina Department of Public Instruction (NCDPI) focused on preparing LEA and school leadership teams to provide effective local professional development on high-priority topics, and on providing resources to help support local programs. Activities each year centered on large-scale Summer Institutes in six locations across the state, followed by regional NCDPI-Regional Education Services Agency (RESA) sessions for LEA and charter school leadership teams, conducted through collaboration

between NCDPI and each of the eight RESAs. Supporting resources were provided online through: self-paced professional development modules, cohort-based instructor-led online modules, webinars, and wiki and chat sites.

As in prior years, a substantial number of school and LEA leaders participated in the 2013 Summer Institutes (2,349) and the NCDPI-RESA sessions (5,105). Many educators received certificates of completion for at least one online module (20,413) and participated in webinars (approximately 3,000 officially registered, with many more participating as part of shared registrations via professional learning teams).

Surveys asked participants whether they agreed with statements about the usefulness and quality of these sessions. The NCDPI-RESA sessions were rated most highly, with 94% of participants agreeing that their professional development needs were met. The Summer Institutes also were rated well, with 88% agreeing that their needs were met. When asked to rate specific outcomes, the NCDPI-RESA session were very highly rated, with at least 90% of participants agreeing that these sessions led to positive learning and impacted their professional practices for most outcomes. Comparable data was generally in the 80%-89% range for the Summer Institutes, though a few outcomes (e.g., understanding of teacher evaluation and school accountability) were much lower (in the 60%-65% range). For the online resources, 91% of webinar participants and 78% of module participants agreed that their professional development needs were met. The ratings of online modules may reflect whether they were completed as recommended – that is, as part of professional learning teams that discussed the content – or by individual educators on their own. Observational, interview, and content review data were consistent with these findings.

Overall, these opportunities and resources were valuable to the many participating educators, with the NCDPI-RESA sessions receiving the highest ratings by participants. The fact that different needs and content were addressed across the different professional development offerings should be considered when interpreting these results.

Impact on Local Professional Development Programs

Part of the evaluation focused on the professional development offerings provided by individual LEAs, looking specifically at whether there were: (a) increases in local capacity to provide high-quality professional development, (b) a focus on supporting RttT priorities, and (c) positive changes in local professional development instructional practices.

LEA Professional Development Coordinators reported that since RttT began their LEAs have used data from a diverse range of decision-making tools to plan professional development that would meet the needs of teachers. At the school level, Professional Learning Communities (PLCs) were the most consistently referenced approach to translating professional development into instructional practice. Many also emphasized the use of virtual resources and multi-team collaborations. In addition, principals highlighted their more frequent use of School Improvement Teams, teacher leaders, and LEA-level support staff to help set the direction for professional development opportunities. Coordinators and principals mentioned that they have refined their local strategic plans to incorporate the RttT priorities. They also reported that the RESAs played a vital role in implementing regional professional development that fostered relationships among LEA and school leadership.

LEA Professional Development Coordinators emphasized the positive impact on their LEAs of having RttT funding specifically dedicated to professional development. RttT resources allowed LEAs the flexibility to use a teacher-focused approach, to make professional development activities more interactive and hands-on, and to provide teachers with access to local experts. However, while RttT funding has helped LEAs and schools to incorporate RttT goals into their local goals, professional development coordinators and principals expressed uncertainty about how their LEAs and schools would pay for professional development efforts in the future.

Impact on Updating the Education Workforce

Significant efforts have been made to provide local professional development on the RttT priorities. While there certainly has been progress, a great deal remains to be done, as many teachers reported that they were not yet well-prepared to address all the changes expected of them. In addition, teachers and local professional development coordinators had very different views of the local capacity and quality of professional development offerings. Some specific findings are summarized below:

- Many LEAs are using blended approaches that combine face-to-face sessions, online modules, and PLC activities. While PLCs are used differently across LEAs, they generally serve as the main support for impacting teachers' instructional practices.
- Educators across leadership levels described a positive change from prescriptive to more collaborative, hands-on, and practice-focused professional development approaches.
- As in prior years, consistent disconnects remain between teachers' and professional development coordinators' views of local professional development. Both groups were asked whether they agreed with each of 16 statements about LEA capacity and processes to provide high-quality professional development (e.g., being able to select, plan, and implement high-quality professional development, using teacher evaluations and student data to inform professional development plans). In response, teachers were far less positive than were coordinators, with between 83% and 97% agreement by coordinators across items assessing current capacity but only between 58% and 83% agreement by teachers. Teachers also were far less positive than coordinators about the impact of professional development on their knowledge and skills in specific areas. For example, 93% of LEA professional development coordinators agreed that local professional development increased teacher knowledge and skills in deepening students' content knowledge, whereas only 61% of teachers agreed.
- While about 60% of surveyed teachers in 2013-14 reported that their professional development experiences were both sustained and coherent, there was little change in teacher perceptions of the quality of local professional development programs between 2011 and 2014.
- While the large majority of teachers (77% in 2013-14) reported that they felt well-prepared to help their students meet the new state curriculum standards, this percentage has declined since 2011-12 (88%). This decline may be due to a combination of an influx of new teachers and of teachers becoming more aware of challenges as they implement the standards. For example, teacher self-reports and classroom observations both show that teachers need further support in implementing the specific instructional practices recommended in the new standards.
- Focus group data from 2013-14 revealed that teachers struggled with increased pressure on their performance given the emphasis on student outcome measures and their use in teacher evaluations. In addition, many felt that the evaluation process was arbitrary and lacked the appropriate attention to constructive criticism needed for improvement in instruction. Teachers also discussed the lack of time to engage in effective professional development and collaborations, and the inadequate

compensation for the increase in effort that has been required. These findings are in line with qualitative results that suggest an overall decrease in teacher morale and confidence.

Conclusion

Overall, the results of this evaluation show that much has been accomplished, but also that professional development efforts need to continue and that the LEAs need additional resources and supports to ensure that effective professional development – focused on priority areas and supported to meet local needs- continues to be available throughout the state.

Recommendations:

It is recommended that the SBE accept this report.

GLOBALLY COMPETITIVE STUDENTS

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

CONSENT

GCS 4 – Updated Timeline in the Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

Policy Implications: SBE Policy #GCS-H-000

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Dr. Sarah McManus (Director, Instructional Content)

Description:

The Department has revised the schedule for the 2015 Science Textbook Adoption Process due to the inclement weather during the week of February 16. The attached Addendum to the 2015 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina reflects dates to delay the following: deadline to submit bids, bid opening, Textbook Commission Planning Meeting, publishers' availability for clarifications, publishers' receipt of site locations and DPI specific bid numbers, and the submission of bid samples.

Recommendations:

NCDPI recommends that the attached Addendum (replacement pages) for the Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina that reflect the new schedule be approved.

ACTION AND DISCUSSION AGENDA

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

In the absence of Special Committee on Digital Learning Chair Lt. Governor Dan Forest, Chairman Cobey recognized Vice Chair Rebecca Taylor to manage the Committee's Report. Chairman Cobey noted that the Lt. Governor was presiding over the Senate that went into session at 11:00 a.m.

Vice Chair Taylor shared that a thorough report was provided by staff from the Friday Institute on the status of the Digital Learning Plan during the Special Committee on Digital Learning meeting on Wednesday. Ms. Taylor explained that information was shared including the volume discount rate for eRate and she encouraged all LEAs to look at this information before committing to another contract as this should provide an opportunity to save money. Ms. Taylor also stated that the rubric was a critical piece of evaluating where we need to go for the future. After sharing that Committee consensus was to require all LEAs to complete and submit the rubric, Vice Chair Taylor made the motion below. The motion was amended to include charter schools. A brief discussion occurred about the importance of gathering this information from all of the LEAs and charter schools.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to require that local education agencies (LEA) and charter schools to complete and submit the rubric for the Digital Learning Plan. (See Attachment on eBoard)

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

ACTION

LFI 1 – Approval of Cooperative Innovative High School Applications

Policy Implications: General Statute §115C-238.50, Part 9; SBE Policy #GCS-F-005

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-step approval process. First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review and approval. Upon completion, the General Assembly must approve all associated funding requests for each

application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting LEA may revise the application and request State Board of Education approval to open the program with local funds, if desired.

Six districts: Anson County Schools, Guilford County Schools, Pitt County Schools, Wake County Public Schools, Watauga County Schools and Wilson County Schools, as well as the Northeast Regional School for Biotechnology and Agriscience (NRSBA) requested approval of their proposals. The Board took action on all requests at its December meeting with the exception of the Northeast Regional School for Biotechnology, which is presented to the Board this month for action.

Recommendation(s):

It is recommended that the State Board of Education approve the Northeastern Regional School for Biotechnology and Agriscience proposal as presented.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the Northeastern Regional School for Biotechnology and Agriscience proposal as presented. (See Attachment LFI 1)

ACTION

LFI 2 – Appeal Panel Recommendations on Initiating Revocation of Entrepreneur High School Charter

Policy Implications: General Statute §115C-238.95

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

Description:

Entrepreneur High School (EHS) in Charlotte opened in September 2014 with students in 9th and 10th grades. The school planned to add one grade per year until it became a fully functional 9-12 high school focusing on vocational education.

In December 2013, the Office of Charter Schools brought the board of EHS before the Charter School Advisory Board (CSAB) due to internal dissention. During that interview, high board turnover (approximately 75% of the founding board) was discovered but the nonprofit insisted that it was stronger than ever and all internal strife had ended. When asked about delaying the school's opening to ensure they could start adequately, the nonprofit board stated they would lose all momentum and that they were ready for an August 2014, opening.

Many problems emerged during the first semester of Entrepreneur's initial year. Turnover on the nonprofit board continued. The school struggled to obtain a certificate of occupancy for their facility,

which caused a delay in their opening and forced them to start in a temporary facility. The school projected a first month average daily membership (ADM) of 180 students; however, the ADM was only 78. Since that time, student membership continued to decline. On a site visit performed January 7, 2015, the Office of Charter Schools observed only 31 students present (12 were listed as absent and withdrew early). Due to this finding, the school was placed on a Governance Warning for failure to comply with the General Statute and Charter Agreement.

These governance and operational issues underscore the greater financial issues. The Division of School Business placed EHS on Financial Disciplinary Status due to inadequate student accounting records and insolvency issues. The school certified a funded ADM of 110 students; however, after an audit, the Division of School Business reduced that ADM to 78. The school has \$275,000 in accounts payable (including unpaid taxes and insurance) and monthly payroll of approximately \$61,000. Total state and local funds available through the end of the year was estimated at \$200,000. The Division of School Business projected that the school would close the fiscal year with a deficit in excess of \$400,000.

With this information being presented to the CSAB at its meeting on January 12, 2015, the CSAB had significant concerns. The nonprofit board acknowledged the financial situation of the school. The board stated that they had \$14 in cash and would need to explore options of a monetary loan in order to meet January payroll. The school received recent support from a development group in accounting and strategic planning services. After hearing from the Department and members of the EHS board, the CSAB voted unanimously to recommend that the State Board of Education consider either assumption or termination of the charter.

On January 15, 2015, the Office of Charter Schools was notified that the school was ceasing its educational operations as of Friday, January 16, 2015. This information had not been shared previously with the CSAB or the Office of Charter Schools. The nonprofit board indicated that they had no money, could not pay for security or liability insurance, and needed to close to protect the students and staff.

With this new information becoming available, the State Board of Education convened its Executive Committee on January 23, 2015. The committee received information regarding the CSAB recommendation as well as the new information that the school had closed its doors to students and staff. The premise of the Charter Agreement is for the nonprofit to operate a public school; however, the nonprofit had failed to fulfill its obligations to do so. When the Executive Committee heard the financial and operational situation of the school as well as the school's cessation of operation and transition of students to other schools, the members unanimously voted to initiate revocation of the school's charter. With the school being closed, no entity existed to be assumed.

EHS was notified of this decision and afforded an opportunity to appeal under the terms of the Charter Agreement. The nonprofit board did appeal the SBE decision and an Appeal Review Panel was convened on March 3, 2015. The panel consisted of three members of the State Board of Education. This panel received information from the Department of Public Instruction and heard from representatives of the EHS board. After hearing all of the information, the panel convened to deliberate and make a recommendation to the State Board of Education.

Recommendation(s):

It is recommended that the State Board of Education adopt the recommendation of the Appeal Review Panel regarding initiating the revocation of the charter for Entrepreneur High School.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor explained that the LFI Committee received a copy of the Appeal Panel Review and recommendations during its Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to adopt the recommendation of the Appeal Review Panel Review regarding initiating the revocation of the charter for Entrepreneur High School. (See Attachment LFI 2)

ACTION ON FIRST READING**LFI 3 – Final Approval and Accelerated Planning Year for the Northeast Academy of Aerospace and Advanced Technologies**

Policy Implications: General Statute §115C-218, SBE Policy #TCS-U-013

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

Description:

In November 2014, the State Board of Education modified its policy #TCS-U-013 regarding the mandatory planning year. In doing so, the Board created an avenue that could permit an applicant to accelerate the planning year prior to opening. For candidates to be eligible, they had to meet these four criteria: (1) clear and compelling need, (2) partner with a two- or four-year institution of higher education in North Carolina, (3) verify the absence of a charter school in the proposed county, and (4) agree to participate in the planning year while the application was being reviewed.

The Northeast Academy of Aerospace and Advanced Technology meets all four of those criteria. The applicant has broad community support, a partnership with Elizabeth City State University (ECSU), would be the first charter school in that area, and is willing to participate in the planning year. The applicant group will receive a truncated planning year and will go through the Ready to Open process.

On February 10, 2015, the Charter School Advisory Board interviewed members of the board of directors from this potential school and unanimously recommended them to the State Board of Education for approval. The Advisory Board was impressed with the university partnership, experience of the board, ideal location, innovative practices, and potential to assist with economic development of the region. Since this group has a partnership with ECSU, the facility issue that so often plagues charter school applicants has been mitigated. Since this is the first opportunity for the “acceleration” to be utilized, this item is being presented to the State Board later than will occur in the future.

This item is being presented to the State Board as Action on First Read to attain their approval as fast as possible. The approval permits them the opportunity to immediately start enrollment of students, hiring of school leaders and teachers, and marketing the school. An approval in March, rather than April, would provide them additional time to ensure the school is ready to open in August 2015.

Recommendation(s):

It is recommended that the State Board of Education adopt the unanimous recommendation of the Charter School Advisory Board to grant a charter to the Northeast Academy of Aerospace and Advanced Technologies while also accelerating their planning year for an intended opening in August 2015.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor explained that this is one of the first charters to move into the accelerated planning year. She noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Following approval of the motion, Chairman Cobey stated that this is one of the most exciting things to happen since he has been a part of the State Board of Education. He congratulated staff and Board members for being a part of making this happen, but more importantly he congratulated Dr. Joe Peele of Elizabeth City State University for being the first Institution of Higher Education to partner with a charter school. Chairman Cobey spoke briefly about the future of aeronautics in that part of the state and the need for economic development in the state, noting that this particular program will draw students from the five surrounding counties.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to adopt the unanimous recommendation of the Charter School Advisory Board to grant a charter to the Northeast Academy of Aerospace and Advanced Technologies while also accelerating their planning year for an intended opening in August 2015. (See Attachment LFI 3)

ACTION ON FIRST READING**LFI 4 – Charter School Advisory Board Recommendation to Initiate Revocation or Assumption of the SEGS Academy Charter**

Policy Implications: General Statute §115C-218.95, SBE Policy #TCS-U-017

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

Description:

STEM Education for a Global Society Academy (SEGS) opened its doors to students in August 2013, serving grades kindergarten through grade six. The school's mission was to "provide specialized supports and innovative instruction with an emphasis on acquiring skills in science, technology, engineering, and math." The school opened with less than 80 students in its first year, which was well below their projected number of 300 children. The board struggled with turnover and the Office of Charter Schools provided face-to-face board training in December 2013. In the spring of 2014, the school experienced administrative turnover.

The Division of School Business performed a site visit to analyze the internal fiscal controls of the charter school. These DPI staff members also stayed to observe a board meeting; and, from their findings, significant issues were identified. The school had issues of self-dealing and contractual matters that did not appear to follow the corporation's adopted conflicts of interest policy. These governance issues were turned over to the Office of Charter Schools for additional review.

Upon submission of its first audit, the Division of School Business analyzed the documents and placed the charter school on Financial Disciplinary Status. The school's expenditure exceeded revenues by \$27,802, related party transactions existed (former board chair became the executive director and also ran a company that contracted with the school in several areas), the unrestricted net position was a negative \$36,351, and the school had cash flow concerns. Further, several corporate documents (e.g. minutes of meetings that approved particular contracts) were "missing" and unavailable for examination.

The Office of Charter Schools followed-up on the identified governance concerns and the school responded in the following manner: (1) the board did not follow its own adopted policies regarding the employment of family members, (2) the board did not reconcile differences between the bylaws and the adopted policies, (3) the board provided a plan to address the family relationships, and (4) the board could not find many of its corporate documents (i.e. board meeting minutes showing approval of certain contracts). For instance, the board chair was the brother of the Executive Director and also related to the treasurer of the board (who was also paid to serve as the financial officer of the school).

At its regularly-scheduled February 2015 meeting the Charter School Advisory Board (CSAB) heard from the board and administration regarding these matters. During the interview and deliberation, the school's representatives admitted that the board had not made the difficult decisions regarding finances. Some information was shared regarding the positive things that were observed by those having visited the classrooms at the school. Upon concluding the interview, the CSAB voted unanimously to recommend that the State Board initiate revocation or assumption of the charter.

When the State Board of Education adopted TCS-U-017 as a policy for possible assumption, six criteria were identified as possible factors for consideration. Each is listed below with a short synopsis of where SEGS Academy stands in relation to them.

- (1) Academic performance – the school's first year of operation ended with a letter grade of "F." The school's EOG math score was 24 and the reading score was 21. The overall Grade Level Proficiency (levels 3, 4, and 5) was 12.9% but the school did meet growth.
- (2) Financial status – the school is currently on Financial Disciplinary Status. As stated earlier, a review of the audited financial statements reveals serious internal control and financial issues. The school ended the 2013-14 year with expenditures exceeding revenues by \$27,802.
- (3) Compliance with applicable laws and policies – the school had been on Governance Probationary Status due to significant testing irregularities. The school is currently on Governance Noncompliance Status due to failure to follow their adopted bylaws and policies.
- (4) Status of the school facility – the facility is leased from another organization and is not of sufficient size to permit enrollment growth at the school.
- (5) Feedback from community – at this time, no feedback has been received.
- (6) Other relevant factors

These factors from the State Board policy call into question the aspect of whether the school should be assumed by another entity. If the SBE votes to initiate revocation, it could afford 10 days for any interested group to file information with the Department to assume the charter school.

Recommendation(s):

It is recommended that the State Board of Education vote to initiate revocation of the charter for SEGS Academy due to the grave governance and financial concerns as discovered by the Department of Public Instruction.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor prefaced taking action on this item by explaining that LFI 4, LFI 5 and LFI 6 all involve initiation of revocation. She explained that this is the first step in the process, which is based on financial information, interviews, site visits from the Office of Charter Schools, Charter School Advisory Board discussions about what each school indicated that they would do in their application that is not being executed for the children.
- Noting that he missed the discussion on this item, Vice Chairman A.L. Collins expressed concern about utilizing Action on First Reading as it relates to a revocation. Recognizing that there are valid reasons for the revocation, he suggested that the State Board enact policy or procedure that describes criteria in order to be consistent with revocations across the board. He explained that on principle he would vote against this and the subsequent motions.
- For clarification purposes, LFI Committee Vice Chair Wayne McDevitt stated that the Board is not voting on revocation, but rather the initiation of the revocation process.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted to initiate revocation of the charter for STEM Education for a Global Society Academy (SEGS) due to the grave governance and financial concerns as discovered by the Department of Public Instruction. Vice Chairman A.L. Collins voted in opposition. (See Attachment LFI 4)

ACTION ON FIRST READING**LFI 5 – Charter School Advisory Board Recommendation to Initiate Revocation or Assumption of the Dynamic Community Charter**

Policy Implications: General Statute §115C-218.95, SBE Policy #TCS-U-017

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

Description:

Dynamic Community Charter School opened its doors to students in August 2014. The school's mission was to create a "project-based middle and high school for students with intellectual and developmental disabilities in Wake County." The school opened to serve students in grades 6-10, and had 72 students to start the year.

The Office of Charter Schools, through normal review of the meeting minutes of the nonprofit board of directors, discovered impending financial issues at the charter school. Further, the Exceptional Children Division of DPI performed specific site visits and has identified significant compliance issues with the services afforded children.

Representatives from the board and school appeared before the Charter School Advisory Board (CSAB) at its regularly-scheduled January meeting. After much deliberation, the CSAB required the following of Dynamic Community – monthly financial updates to the Department and that a plan to cut salaries by 10% would be presented at its February meeting. The school did not specifically cut 10% from the school's salaries in January as directed by the CSAB, because they had previously cut salaries by that percentage. They did provide a plan to cut and/or raise funds equivalent to the requested ten percent cut.

At its regularly-scheduled February meeting, the CSAB voted that the State Board of Education initiate revocation or assumption of the charter for Dynamic Community. The vote tally was 10 - 1. The concerns before the Advisory Board included the following: (1) ongoing licensure concerns; (2) struggling to implement an Exceptional Children program that meets federal requirements, which violates the Charter Agreement; (3) calculating compensatory education for compliance issues; (4) accruing additional compensatory educational services that must be provided for students unless parents opt out of those services; (5) closing the year, potentially, with a financial deficit larger than \$200,000 (not including the costs for compensatory education); and (6) compensatory education in the form of transition services incurred by the receiving LEAs if the school closes prior to the end of the 2014-15 academic year.

When the State Board of Education adopted TCS-U-017 as a policy for possible assumption, six criteria were identified as possible factors for consideration. Each is listed below with a short synopsis of where Dynamic Community Charter stands in relation to them:

- (1) Academic performance – the school is in its first year of operation and does not have any academic results.
- (2) Financial status – based upon the school's provided budget to the Charter School Advisory Board, they are projecting a first-year budget deficit of \$265,000. This deficit does not include any compensatory educational services that may need to be provided due to noncompliance with the Exceptional Children Program.
- (3) Compliance with applicable laws and policies – the school has been placed on Governance Probationary Status for violating the Charter Agreement that requires the school to comply with applicable federal laws and provide a "free and appropriate education and related services to children with special needs." This warning remains in place until the school is cleared by the Exceptional Children Division.
- (4) Status of the school facility – the facility is leased from another organization and may not be of sufficient size to permit enrollment growth at the school.
- (5) Feedback from community – parents have voiced support for the school and many of them have pledged monthly funds to the charter school to help them try and pay off their impending debt.
- (6) Other relevant factors – with this specialized nature and small size of the student population of the charter school, it may be rather difficult for another entity to assume the debt and responsibility for the school.

These factors from the State Board policy call into question the aspect of whether the school should be assumed by another entity. If the SBE votes to initiate revocation, it could afford 10 days for any interested group to file information with the Department to assume the charter school.

Recommendation(s):

It is recommended that the State Board of Education vote to initiate revocation of the charter for Dynamic Community Charter School due to the grave operational, financial, and governance concerns as discovered by the Department of Public Instruction.

Discussion/Comments:

- Please reference the discussion under LFI 4.
- Vice Chairman A.L. Collins referenced the January minutes of the Charter School Advisory Board (CSAB), which show a motion and second for Dynamic Community Charter to complete the school year and provide a monthly report, and reduce its budget by 10 percent. He noted that then in February, there is another motion to initiative revocation. Mr. Collins asked for assurance that the CSAB has handled this item properly. In response, Special Assistant Attorney General Laura Crumpler confirmed that the legal staff reviewed this item and does not find any concerns with the process.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted to initiate revocation of the charter for Dynamic Community Charter School due to the grave operational, financial, and governance concerns as discovered by the Department of Public Instruction. Vice Chairman A.L. Collins voted in opposition. (See Attachment LFI 5)

ACTION ON FIRST READING**LFI 6 –Recommendation to Initiate Revocation or Assumption of the Children’s Village Academy**

Policy Implications: General Statute §115C-218.95, SBE Policy #TCS-U-017

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

Description:

The Children's Village Academy (CVA) was brought before the State Board of Education in March 2013. The State Board of Education voted to initiate revocation of the charter school. In lieu of revocation, the board of the charter school agreed to meet stipulations, both Financial and Operational, for fiscal years 2013, 2014 and 2015.

The school met the stipulations set forth for the year ended June 30, 2013, however regressed in the financial health in the fiscal year 2014. The school at December 2014 was in significant financial difficulty and had to make significant cuts half way through the year. At the February 2015 meeting of the Charter School Advisory Board, representatives from CVA addressed questions pertaining to failing to meet these stipulations. During the interview, the Advisory Board listened to explanations offered by the CVA board. After deliberating, the CSAB decided not to take any action regarding a recommendation.

The State Board of Education placed financial and operational stipulations as a condition of continued operation. The school failed to meet the stipulations and their financial health deteriorated in fiscal years 2014 and 2015. The Department recommends that the State Board of Education move to initiate revocation.

Recommendation(s):

It is recommended that the State Board of Education vote to initiate revocation of the charter for Children's Village Academy due the school's failure to meet the agreed upon stipulations.

Discussion/Comments:

- Please reference the discussion under LFI 4.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted to initiate revocation of the charter for Children's Village Academy due to the school's failure to meet the agreed upon stipulations. Vice Chairman A.L. Collins voted in opposition. (See Attachment LFI 6)

DISCUSSION**LFI 7 – Charter Agreement Revisions**

Policy Implications: Charter Agreement

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

Description:

At its February 5, 2015, meeting the State Board of Education, after must discussion, adopted a specific Charter Agreement for the virtual pilot program. That document incorporated some wording changes that would transpose into the regular Charter Agreement. Those modifications are shown in the attachment via underlines and strikethroughs. The new numbering of the charter school law is reflected in the Charter Agreement.

The two major changes that were not part of the virtual agreement are outlined below.

(1) Section 1 has a new subsection: 1.4 That section reads as follows: "If the Public Charter School ceases operating in accordance with its Charter and terminates instruction, without prior permission from the SBE, it will be deemed to have surrendered its charter and all rights thereunder." This section is recommended due to an unprecedented and recent circumstance that arose at a charter school.

(2) Section 4.3d indicated that no teacher or staff member could be related to the chief administrator of the charter school. This language has been modified as follows: "No teacher or staff member that is immediate family of the chief administrator shall be hired without the board of directors evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred."

Recommendations:

It is recommended that the State Board of Education approve this Charter Agreement.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of the Charter Agreement revisions during the LFI Committee meeting on Wednesday. Resulting from that discussion, the Department has been asked to look at demographics of Board members, conflicts of interest, etc., according to Ms. Taylor.
- Chairman Cobey retracted his Wednesday comments about Board members having to reside in the charter school's county or adjoining counties because while he doesn't want them to come from out of state, he stated that he recognizes that there may be Board members outside of the surrounding areas who have special expertise or the Board could govern more than one charter school such as KIPP Academy. Therefore, he shared that his preference would be for Board members to be residents of North Carolina, taxpayers, voters, etc.
- Board member John Tate spoke briefly about KIPP Academy before noting that, in his opinion, the presence of local people on a charter board is critical. And, given the nature and the issues of the problems as it relates to evidences of family conflicts of interest, he suggested that the Board look closely at this issue during the application process.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2015. (See Attachment LFI 7)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that under the NCVPS Director's Report, the LFI Committee received an enlightening report from Mr. Shykeim Williams (NCVPS Student and State Board of Education Student Advisor) on his experiences with NCVPS.

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

DISCUSSION**TCP 1 – Requests for Waivers from Analysis of Student Work (ASW)**

Policy Implications: SBE Policy #TCP-C-006

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

Description:

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

The following eight LEAs have submitted a request for local flexibility from the ASW process: Brunswick County Schools, Burke County Schools, Community School of Davidson, Durham Public

Schools, Lincoln Charter School, Perquimans County Schools, Swain County Schools and The Expedition School, Ltd.

Recommendation(s):

The NCDPI recommends for the approval of these waivers by the State Board of Education.

Discussion/Comments:

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

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

DISCUSSION

TCP 2 – Requests for Waivers from North Carolina Final Exams (NCFEs)

Policy Implications: SBE Policy #TCP-C-006

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

Description:

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

The following charter school has submitted a request for local flexibility from the NCFE/CTE assessment process: One NC Final Exam/middle-school CTE waiver: Community School of Davidson.

Recommendation(s):

The North Carolina Department of Public Instruction recommends State Board of Education approval.

Discussion/Comments:

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

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

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine shared that the TCP Committee received a Race to the Top (RttT): Fourth Annual Professional Development Report – Final Report from Dr. Jeni Corn (Friday Institute). Dr. Oxendine shared that the findings indicate that teachers and principals are maximizing opportunities to collaborate at the school and classroom level. She added that as a result of RttT, professional development in North Carolina has impacted 100,000 teachers 2,400 principals and has been a mammoth and necessary undertaking. The findings in this report will be the basis for legislators to provide the resources to continue to move forward with the same level of professional development, according to Dr. Oxendine.

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

ACTION ON FIRST READING**TCS 1 –Reappointment or Replacement of Compliance Commission Members**

Policy Implications: SBE Policy #TCS-B-000

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

Description:

The State Board of Education (SBE) established the Compliance Commission for Accountability in July 1996. This Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to ABCs issues. On December 31, 2014, thirteen (13) members' terms expired; seven are eligible for and were approved for reappointment at the January SBE meeting. For the six that must be replaced, the SBE approved three new members at its January meeting: Ms. Cheryl Olmsted, Ms. Alicia Mansfield, and Ms. Dorothy Cherry, and two new members at its February meeting: Mr. David Sutton and Ms. Jennifer McCafferty. This month one additional individual's resume will be presented and recommended for approval.

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Greg Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve Dr. Lory Morrow to the Compliance Commission as recommended. (See Attachment TCS 1)

DISCUSSION**TCS 2 – Council on Educational Services for Exceptional Children**

Policy Implications: General Statute §15C-121, SBE Policy #TCS-B-005, Section 300.167-300.169 of federal regulations under the Individuals with Disabilities Education Act

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

Description:

The Council is established in federal and state law as an advisory council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 20014) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

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

There is a vacant appointment to represent Special Education teachers (PreK-12). The vacancy is due to appointment resignation. At the March meeting, the State Board of Education is asked to provide a recommendation to fill the vacancy to represent Special Education teachers (PreK-12). The Council seeks recommendations with geographical, gender and race diversity.

The Exceptional Children Division is seeking a replacement through the appropriate legislative office for one executive appointment that expired June 30, 2014, representing an individual with a disability.

Recommendation(s):

At the March meeting, the State Board of Education is asked to submit a recommendation to fill the vacancy of a representative of Special Education teacher (PreK-12).

Discussion/Comments:

- TCP Committee Chair Greg Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

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

NEW BUSINESS

Under New Business, TCS Committee Chair Gregory Alcorn shared that the TCS Committee received an informative update from Mr. Philip Price about next steps for funding virtual charter schools, noting that the Committee will consider alternatives to simplify the funding structure.

GLOBALLY COMPETITIVE STUDENTS
(Mr. Eric C. Davis, Chair; and 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. Rebecca Garland (Deputy State Superintendent) and Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina's public schools outlining major findings and recommendations to the State Board of Education. Findings and recommendations for the 2014 report are presented below.

- The American Indian cohort graduation rate improved nearly six percentage points between 2012 and 2014 representing the largest increase among all subgroups during this timeframe.
- The EOG (End-of-Grade) reading proficiency rate for American Indian students (40.5%) is approximately 29 percentage points below the rate for White students (69.3%).
- The EOG mathematics proficiency rate for American Indian students (34.5%) is about 28 percentage points below the rate for White students (62.9%).
- The EOC (End-of-Course) Math I proficiency rate for American Indian students (44.8%) is about 26 percentage points below the rate for White students (71.0%).
- The EOC English II proficiency rate for American Indian students (43.7%) is about 28 percentage points below the rate for White students (72.0%).
- The EOC Biology proficiency rate for American Indian students (41.8%) is about 24 percentage points below the rate for White students (66.2%).
- While the American Indian dropout rate has declined, it remains the second highest among all subgroups.

The full report includes data from the 2013-14 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates, and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal improvements and disparities between American Indian student scores and statewide scores. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The Council recommends that the Department of Public Instruction continue to work closely with school districts in promoting and disseminating carefully vetted resources specifically related to American Indian cultures. Additionally, the Council seeks to work with the Department to design an online professional development module to support schools in the establishment of respectful environments for American Indian students.

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting in February. He stated that the report highlights the progress and continuing challenges for American Indian students. Chair Davis stated that by approving this report, the State Board underscores its commitment to improving education for American Indian students.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Mr. Gregory Alcorn the State Board of Education voted unanimously to accept the State Advisory Council on Indian Education Annual Report as presented. (See Attachment GCS 1)

ACTION**GCS 2 – Cohort Graduation Rate**

Policy Implications: N/A

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

Description:

In 2006, the North Carolina Department of Public Instruction began reporting four-year and five-year Cohort Graduation Rates as defined by the National Governor's Association (NGA). The definition establishes a school-based cohort at the beginning of the 9th grade, which is modified if students transfer to another school or if new students enroll. At the conclusion of the fourth year, and then the fifth year, the percent of students in the cohort who complete the requirements for graduation are reported as the Cohort Graduation Rate. In addition to school reports, there are district and state reports, which are based on the movement of students within those geographic areas.

As specified in the Cohort Graduation Rate, all students designated as graduates have met the same requirements for a standard diploma.

The Department is presenting a new policy that specifies any student who receives a standard diploma awarded in collaboration with a community college and signed by a local superintendent or charter school director shall be considered a high school graduate and shall be included in the four-year and five-year cohort as appropriate. This item is for action at the March SBE meeting.

Recommendations:

It is recommended that the Board discuss the inclusion of students who have completed the requirements for a standard diploma through collaboration with community colleges in the four-year and five-year cohort graduation rates.

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting in February, noting that the proposed policy has been discussed on numerous occasions.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Mr. John Tate the State Board of Education voted unanimously to approve the proposed policy to include students who have completed the requirements for a standard diploma through collaboration with community colleges in the four-year and five-year cohort graduation rates. (See Attachment GCS 2)

DISCUSSION**GCS 3 – Approval of Local Alternative Schools’ Accountability Model**

Policy Implications: SBE Policy #GCS-C-038

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

Description:

In December 2014, the State Board of Education approved SBE Policy #GCS-C-038, which gives alternative schools three options in lieu of reporting a School Performance Grade:

- (1) Alternative school returns student scores to the home school for inclusion in the home school’s A-F school performance grade,
- (2) Alternative school reports data on student achievement and growth, and receives a status of improving, maintaining, or declining, but does not receive an A-F school performance grade, and
- (3) Alternative schools may submit their own alternative accountability models to the State Board of Education for approval.

Alternative schools submitted documentation for the options that will be utilized for the 2014-15 school year in February. The Accountability Services staff has reviewed the requests and will present a summary of the options at the March meeting for discussion.

Recommendations:

It is recommended that the State Board of Education approve the alternative accountability options as presented.

Discussion/Comments:

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

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

NEW BUSINESS

Under New Business, GCS Committee Chair Eric Davis reported that the GCS Committee received a presentation from the Task Force on Summative Assessments, which is the first in a series of reports as it moves forward in developing proposals for revisions to the summative assessment model.

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

DISCUSSION**HRS 1 – Policy Regarding Athletic Trainers**

Policy Implications: General Statute §115C-12 (12), SBE Policy #HRS-D-000

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction), and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

Every high school is required to have a Licensed Athletic Trainer or First Responder available at athletic events. The updates to the policy regarding athletic trainers contain language that provides further clarity on roles and responsibilities and guidance to districts regarding the requirements.

Recommendations:

State Board of Education members are requested to discuss the revisions to the policy.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby shared that Dr. Ellen Essick presented a proposed policy regarding athletic trainers to further clarify the roles and responsibilities of the trainers. Ms. Willoughby publicly acknowledged Chairman Cobey's efforts in bringing people together to make these much needed policy updates.
- There was no further discussion.

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

CHAIRMAN'S REMARKS

Chairman Cobey prefaced his remarks by thanking State Superintendent Atkinson and staff for their work and preparation for these Board meetings.

Chairman Cobey announced that when the Board convenes in April, the boundaries for several Board members will have shifted by directive of general statute. He pointed out in particular that the current District 6 on April 1 will include Rowan County, which is currently in District 7, Mr. Alcorn's district. The legislation that created these new boundaries specifies that on April 1, Mr. Alcorn will then serve as the District 6 State Board member, leaving our current District 7 with a vacancy. The Chairman stated

that staff have provided Board members with two maps (at their places) – a current map of SBE districts and an April 1 map. He noted that only Mr. Alcorn’s seat is impacted by the change at this time. Board member Wayne McDevitt stated that some of the LEAs are moving to another or have chosen to stay in their current RESA groups, noting that the RESA boundaries will not align with these changes. A brief discussion occurred about those instances where Board members will cross boundaries to meet with the RESA groups.

Chairman Cobey also noted that, concurrent with these boundary changes, two Board member terms will expire March 31 – District 6 – Mr. John Tate and District 3 – Board member Kevin Howell. Chairman Cobey announced and thanked Mr. Howell for agreeing to continue to serve as the District 3 representative until his replacement is nominated and confirmed by the General Assembly.

➤ **PRESENTATION OF RESOLUTIONS TO OUTGOING STATE BOARD MEMBER**
❖ **Mr. John Austin Tate, III – District 6 2003-2015**

At this time, Chairman Cobey explained that Board member John Tate began his service in 2003 and has served this Board faithfully for 12 years. He noted that Mr. Tate was moved from an at-large seat into the District 6 seat, which had an unexpired term remaining, thus extending Mr. Tate’s service from eight to 12 years. Chairman Cobey shared that Mr. Tate has a long family tradition of volunteering and serving his community and the state on behalf of our state’s most vulnerable citizens – our children. On behalf of the Board, Chairman Cobey thanked Mr. Tate for his passion for this work, for the children, for leaders, and for public education.

Chairman Cobey invited Mr. Tate to make parting remarks. Mr. Tate began his remarks by referencing the Chocowinity Primary School (Beaufort County Schools) presentation this morning with respect to everything rising and falling on leadership and from North Elementary School (Cleveland County Schools) “There are no excuses.” Mr. Tate spoke about the power of those remarks, noting that of all the things he will miss, it is the opportunity to witness the great things that are occurring in our schools across the state, which include wonderful teaching, solid leadership, and the culture that was exhibited and demonstrated this morning. Noting the privilege of serving in the best interest of the children, Mr. Tate thanked his fellow Board members for their service, acknowledging that a strong K-12 system is critical to sustaining North Carolina as a great place to live and raise a family, and fundamental to a vibrant economy when considering workforce development. Mr. Tate also spoke on the following topics: school leadership (Regional Leadership Academies), teacher preparation and best practices, rigor and accountability standards, choice in charter schools, NC Department of Public Instruction staff, funded quality pre-school slots for those in need, graduating students prepared, etc. Mr. Tate urged the Board to strive for continuous improvement always working for better results in partnership with all of the various constituents for the children of North Carolina.

Chairman Cobey recognized State Superintendent Atkinson to read the following resolution:

NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution Honoring
JOHN AUSTIN TATE, III
For His Outstanding Service, 2003-2015

Whereas, the North Carolina State Board of Education takes great pride in the outstanding qualities and dedication of North Carolina citizens who serve public education as members of the Board; and

Whereas, John Austin Tate, III, has reflected these qualities in an outstanding manner during his twelve years as a member of the State Board of Education; and

Whereas, the Board recognizes Mr. Tate's unique blend of business expertise and perspective that has given him insight into the future needs of children that public education must provide, strengthen, and protect; and

Whereas, Mr. Tate has been a passionate voice for children, teachers, and leaders in all Board deliberations; and

Whereas, the members of the State Board of Education believe his commitment to leadership development for principals, both through traditional and alternative programs, has been exemplary; and

Whereas, Mr. Tate's admirable service to the needs of all children and deep sense of social responsibility reflect his and his entire family's long-held values; and

NOW, THEREFORE, BE IT RESOLVED:

That the Board bids a fond farewell to Mr. Tate, a valued member of the State Board of Education; and

That the Board expresses with great gratitude its sincere appreciation to Mr. Tate for his work to support public education in North Carolina and wishes for him and his family continued success and much happiness in the future, and

That the Board, influenced by his commitment to what is best for all children and for all public schools and his candor and passion on their behalf, directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Mr. John Austin Tate, III.

William W. Cobey, Chairman
 North Carolina State Board of Education

June St. Clair Atkinson, State Superintendent
 North Carolina Department of Public Instruction

Upon motion by Mr. Wayne McDevitt and seconded by Mr. A.L. Collins, the State Board of Education voted unanimously to approve the resolution honoring Mr. John Austin Tate, III, for his outstanding service, 2003-2015.

State Superintendent Atkinson then invited Mr. Tate's wife, Mrs. Clair Tate, forward for the presentation of a framed Order of the Long Leaf Pine conferred by Governor Pat McCrory to Mr. Tate. The presentation was photographed.

Board members and staff were also invited forward for photographs.

ANNOUNCEMENTS

Chairman Cobey recognized Principal Advisor Carrie Tulbert for an announcement. Dr. Tulbert announced that Teacher of the Year Advisor Karyn Dickerson is preparing for her most important students as she is pregnant with twins. Following congratulatory remarks, Chairman Cobey stated that without objection, this announcement would be part of the official State Board record. There were no objections.

Board members were reminded to hold Monday, May 4, through Wednesday, May 6, on their calendars for a planning and work session at East Carolina University. In May, the Board will hold a one-day State Board of Education meeting on Wednesday, May 6. He explained that in April, the Board will vote to suspend the Rules of Procedure to make this change in the Board's meeting date, which is usually the first Thursday of the month.

NEW BUSINESS

No new business was brought before the Board.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. Wayne McDevitt and seconded by Ms. Rebecca Taylor, Board members voted unanimously to adjourn the March 4-5, 2015, meeting of the State Board of Education.