

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

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

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Gregory Alcorn	Patricia Willoughby
Eric C. Davis	Rebecca Taylor (via phone)
	Lt. Governor Dan Forest

Also present were:

June St. Clair Atkinson, State Superintendent	James Ford, Teacher of the Year Advisor
Evelyn Bulluck, Local Board Member Advisor	Keana Triplett, Teacher of the Year Advisor
Rodney Shotwell, Superintendent Advisor	Grace Russell, Senior Student Advisor
Steve Lassiter, Principal of the Year Advisor	Yates McConnell, Junior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the November 2015 State Board of Education (SBE) 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. The Chairman reminded everyone that the Board met in Winston-Salem last month for its biennial Planning and Work Session on September 29-30 and its one-day Board meeting on October 1. Chairman Cobey expressed appreciation to Board member host, Vice Chairman A.L. Collins, for all of his planning and coordination of special activities, and Ms. Betsy West for all of her coordination efforts as well. In addition, he thanked the Board's partners in these events including Winston-Salem State University, Wake Forest University, Salem College, and Winston-Salem Forsyth County Schools.

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 November 4 and 5, 2015, as presented.

**Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Mr. Greg Alcorn, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for November 4 and 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 first Issues Session. Prior to introducing the first Issues Session, Dr. Atkinson expressed appreciation to Mr. Rick Klein for taking minutes this month as Ms. Monique Wertis is attending a funeral in Jacksonville for a family member.

➤ **NC Department of Public Instruction Division Profile**  
 ❖ **Division of Exceptional Children – Mr. Bill Hussey (Director)**

Dr. Atkinson recognized Mr. Bill Hussey to provide an overview of the work of the Division of Exceptional Children in a series of division presentations.

Using a PowerPoint presentation to describe the responsibilities of the Division of Exceptional Children, Mr. Hussey shared that the mission of the Exceptional Children Division is to ensure that students with disabilities develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. Mr. Hussey shared that his division's mantra is that Exceptional Children (EC) students are regular students first. He also elaborated on the strategic vision to

- *provide customized support to LEAs.*
- *build LEA capacity to sustain best practices.*
- *build stronger relationships, problem-solve, and make decisions collaboratively with LEAs, councils, advocacy groups, parent groups, IHEs, and other agencies.*
- *implement an effective general supervision system.*

Exceptional Children Division Initiatives include:

- LEA Self-Assessment/Practice Profile
- State Systemic Improvement Plan (SSIP)
- Data System
- IEP and EC Forms Revision

- School-based Mental Health Programs
- EC Funding Formulas
- Regional Team Focus

Reiterating Mr. Hussey's comments about the static funding since 1992, Chairman Cobey asked about the status of the EC population. Mr. Hussey clarified that the number of identified EC students has risen; therefore, LEAs have received more money, but they receive the same dollar allotment per student since 1992. There are more than 200,000 EC students who attend North Carolina public schools, according to Mr. Hussey. He explained that the stress on the financial aspect becomes significant in smaller LEAs that do not necessarily have local funds or other dollars to supplement; it impacts every district. A brief clarifying discussion ensued. Vice Chairman A.L. Collins stated that it would be interesting to know how local funds are being used to supplement EC services across the state, noting that there are limits to what LEAs can do to supplement funding. He specifically requested a report on funding equity related to EC services. The request was noted. State Superintendent Atkinson suggested that Mr. Hussey and Mr. Price include the history of funding and the process that has been used to date.

After introducing Exceptional Children staff members who were present in the audience, Mr. Hussey highlighted the work of the individual sections within the Division.

Regional Administrative Support – Ms. Sherry Thomas (Assistant Director )

- State Performance Plan/Annual Performance Report (SPP/APR)
- Implementation Science
- Regional Directors/Charter School Coordinators Quarterly Meetings
- New Directors' Leadership Institute
- State Systemic Improvement Plan

Special Programs and Data Section - Ms. Tracy A. Riddle (Section Chief)

- SPD Data Manager and Statistician:
  - Completing Data Requests from CECAS, CEDARS and Other Data Sources
  - Working on SPP/APR Indicators and Indicator Data
- SPD Special Projects Consultant:
  - Reviewing Applications and approving funding for the six Special Program funds
- SPD Preschool Consultants (Part of the Office of Early Learning)
  - Approving IDEA Part B 619 Grants and PRC 119 and 049 Budgets
  - Implementing Preschool Initiatives
- SPD IDEA Part B Consultants
  - Approving IDEA Part B 611 Grants and Amendments
  - IDEA Fiscal Monitoring (Tiered Process)

Policy, Monitoring and Audit – Ms. Carol Ann M. Hudgens (Section Chief)

- Monitoring
- Dispute Resolution
- Parent Liaison
- Psychiatric Residential Treatment Facilities (PRTF)

## Behavior Support Section – Mr. Joe Simmons (Section Chief)

- Positive Behavior Intervention and Support (PBIS)
- Team Initiated Problem Solving (TIPS)
- FBA/BIP and TA for intense behavioral needs
- Classroom Management
- Mental Health/System of Care and First Aid
- Nonviolent Crisis Intervention/CPI

## Program Improvement and Professional Development Section – Ms. Paula Crawford (Section Chief)

## Professional Development Offered:

- Reading Foundations 5 day course
- Reading Foundations for Administrators
- Reading Program training (e.g., Letterland, Keys to Literacy: Comprehension Routine, SPIRE, RAVE-O, Xtreme Reading, Strategic Instruction Model (SIM) Learning Strategies and Content Enhancement Routines for adolescent students, etc.)
- The NC Content Literacy Continuum (CLC) project
- Professional development for teachers in the SIM strategies and routines is also provided outside the CLC projects
- Co-Teaching Modules (for administrators and teachers)

## Supporting Teaching and Related Services (STARS) Ms. Dreama McCoy (Section Chief)

- Autism
- Related Services and Medicaid
- SLD/ADHD
- OCS and Secondary Education
- Extend 1
- Deaf/Blind

## Sensory Support and Assistive Technology Section – Ms. Sherri Vernelson (Section Chief)

- Vision Impairment
  - Unified English Braille
  - Qualified Professionals
- Deaf/Hard of Hearing
  - House Bill 317
  - Qualified Educational Interpreters and Transliterators
- Assistive Technology

## North Carolina Governor's School

- Run by the SBE; the *first* (est.1963) and oldest in U.S.
- Exceptionally high-achieving/talented students from *every* county
- Ten different academics/arts disciplines; both specialized *and* integrated; innovative, contemporary, creative
- GS West: Salem College; GS East: Meredith College
- 650 students selected from 1,800+ nominations in 2015; *high demand* throughout NC every year

Vice Chairman Collins requested that Mr. Hussey prepare for a future Issues Session to discuss options related to transportation reimbursements. Noting the request, Mr. Hussey shared that he has a meeting scheduled with the Division of Medical Assistance (DMA) to look at this issue and where the Department fits into the new change in the Medicaid process, which extends beyond transportation for all students who are Medicaid eligible. A brief discussion also occurred related to mental health services in public schools.

➤ **Report from State Advisory Council on Indian Education**

- ❖ **Sarah Crittenden Fuller (University of North Carolina-Chapel Hill)**
- ❖ **Cassandra R. Davis (University of North Carolina-Chapel Hill)**
- ❖ **Marcia Kosanovich (Florida State University)**
- ❖ **John Hughes (Florida State University)**

Chairman Cobey recognized Mr. Eric Davis (Chair, Student Learning and Achievement Committee) to introduce the next Issues Session. Mr. Davis deferred to Vice Chair Olivia Oxendine for introductions. Dr. Oxendine explained that this presentation is from a report that the State Board of Education authorized two years ago. She noted that this report is the first of its kind that focuses on the school experience of American Indian Students in North Carolina. Dr. Oxendine recognized Dr. Cassandra Davis and Ms. Sarah Fuller to provide an overview of the Report from the State Advisory Council on Indian Education.

Using a PowerPoint presentation, Ms. Fuller and Dr. Davis provided the report on *Performance Outcomes and Educational Resources for American Indian Students attending Public Middle and High Schools in North Carolina*. The partnership includes NC DPI, Southeast Comprehensive Center (SEDL), and the Regional Educational Laboratory (REL Southeast) to produce this report. Ms. Fuller noted that the full report will be available publicly.

North Carolina Public Schools served more than 20,500 American Indian students during the 2013-14 school year. 81.4% of American Indian students attended schools in 17 districts & one charter school that are Title VII grantees.

The study included the following research questions:

1. How do the characteristics of American Indian students in North Carolina and the characteristics of the schools they attend compared to other students and other schools in North Carolina?
2. What are the educational outcomes of North Carolina's American Indian students in grades 6 to 12 compared to non-American Indian students?
3. To what extent are differences in student outcomes between American Indian students and their peers associated with measurable student and school characteristics?
4. To what extent are schools able to engage American Indian tribes, communities, and families?

Ms. Fuller and Dr. Davis presented enrollment data, demographics, school characteristics, educational outcomes, and school engagement.

In summary, American Indian students are demographically different from non-American Indian students statewide, but similar to non-American Indian students within their own schools. American Indian students have lower performance on most educational outcomes compared to non-American Indian students stat

and within school. Members from the Title VII Office of Indian Education target American Indian students and families to ensure that they receive adequate resources and are connected to the community. Interview participants argued that the participation among students and parents would increase if transportation barriers were addressed.

➤ **Strategic Plan Discussion**

❖ **Mr. Martez Hill (Executive Director, State Board of Education Office)**

Chairman Cobey recognized Mr. Martez Hill for a follow-up on the Strategic Plan from the Planning and Work Session.

Mr. Hill prefaced this discussion by directing Board members to the one-page summary and the 21-page full Strategic Plan located on eBoard. Mr. Hill noted the following changes in the one-page summary:

- Under Goal 2, Objective 5 was added – “Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the state.”
- Under Goal 3, Objective 5 was added – “Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

In the full document, Mr. Hill reviewed the major changes and updates resulting from the Board’s October 1 conversation.

- Pg. 8 – Measure 2.3.1 – Mr. Hill explained that over the next several years, we anticipate between 8-10 STEM Schools and Global-Ready Schools to be recognized. In the past, there have been roughly 7-10 STEM-Ready Schools, but because we do not have a history of awarding Global-Ready Schools, staff believe that projections should be aligned with the STEM-Ready Schools. He explained further that the Global Education Committee has done much work on this issue.

Board member Wayne McDevitt stated that he anticipates that there will be a significantly higher number early on. He spoke briefly about an advocacy component to this initiative that would be good for all Board members to ensure that all LEAs are aware of the rubric because a number of schools would meet the requirements, but are not in the application pool.

Board member Patricia Willoughby noted that there are 15 schools that have completed the Intent to Apply. Mr. McDevitt reminded the Board that there are four levels on the rubric (early, developing, prepared, and model) and the recognition that the Board is trying to achieve is at the prepared or model level, but that does not minimize in any way the kind of work that is occurring in many of the schools that are in those earlier stages.

Mr. Hill spoke briefly about being aspirational but realistic and adjusting the numbers as appropriate. The applications are currently in the field. State Superintendent Atkinson noted that this will be placed on the Superintendents’ Quarterly agenda in December.

Board member Olivia Oxendine asked about the Board’s policy work related to this global education initiative tied to low-performing schools. Mr. McDevitt clarified further that the Board actually adopted a policy defining Global-Ready and then directed the Board and staff to develop an application process. Mr. Hill spoke briefly about early development conversations related to establishing a ladder, and the possibilities of recognizing the four rungs of early, developing, prepared, and model. A brief conversation ensued.

- Pg. 10 – Objective 2.5 – Mr. Hill explained that this is a new objective, which says “Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the state.” Two new measures have been added:

Measure 2.5.1 – Percentage of Low-Performing Schools using the new definition from the General Assembly (September 2015): Schools that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth.” (Baseline is the 2014-15 school year.)

Measure 2.5.2 - Percentage of Low-Performing School Districts using the new definition from the General Assembly (September 2015): Schools Districts in which the majority of the schools in that district have been identified as Low-Performing Schools. (Baseline is the 2014-15 school year.)

Noting that this question is often asked, State Superintendent Atkinson asked Mr. Hill to clarify if this includes all of our public schools with public charters or without public charters, and she suggested indicating that information in the Strategic Plan. Mr. Hill noted the request.

- Pg. 15 – Objective 3.5 – Mr. Hill explained that this is a new objective and new measures that are actually reflected in the Educator Equity Plan submitted to the U.S. Department of Education.

Objective 3.5 – “Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.”

Measure 3.5.1 – The equity gap in the percentage of highly effective teachers serving low-poverty versus high-poverty schools. (Measured in percentage point difference.)

Mr. Hill asked Dr. Tom Tomberlin to explain the actual result percentage of 9.61 in 2014-15. Dr. Tomberlin explained that schools are divided across the state into quartiles of poverty as measured by the percentage of free- and reduced-lunch students in those schools. The top quartile is the lowest percentages. The Department looked at the percentage of highly effective teachers in those schools relative to the schools in the bottom quartile. Low-poverty schools have about 10 percent more teachers in their schools than high-poverty schools and we wanted to address the achievement gap and make sure we have more of our highly-effective teachers moving in and serving the students in low-income schools, according to Dr. Tomberlin.

Measure 3.5.2 – The equity gap in the percentage of highly effective teachers serving low-minority versus high-minority schools. (Measured in percentage point difference.)

Vice Chairman A.L. Collins asked how highly effective teachers are determined. Dr. Tomberlin explained that this is measured by the Standard 6 rating. Mr. Collins then asked about those classes that do not have a standardized test. Dr. Tomberlin explained that data from the ASW, NC Final Exam, or K-2 data will be incorporated into the teacher's rating. Mr. Collins shared that, in his opinion, the ASW and NC Final Exam data gives a lot of false information with respect to effective teachers and he would be cautious in making big moves with respect to teachers based on the data we obtain from ASW and the NC Final Exams because he does not believe they are reliable enough to make those types of decisions.

Measure 3.5.3 – The percentage of effective or highly effective teachers leaving high-poverty schools due to teacher mobility (teachers transfer within the state).

Measure 3.5.4 – The percentage of effective or highly effective teachers leaving high-minority schools due to teacher mobility (teachers transfer within the state).

Mr. Hill asked how we are defining high minority versus low minority. Dr. Tomberlin spoke about using the same metric of quartile measurement of our schools and analyzing the teacher transfer report related to how teachers are moving when they move. Teacher mobility is just as important as teacher attrition, according to Dr. Tomberlin. Therefore, part of the Department's reporting would be to look at how many of our experienced teachers are moving out of low-performing, high-poverty or high-minority schools into better resources and predominantly majority schools. Noting that we have that data now, Dr. Tomberlin estimated that high-poverty, high minority schools lose on average about 500 teachers per year in the shuffle and high-performing and low-minority schools have a surplus of 750 teachers. In response to Chairman Cobey's question about an actual percentage, Dr. Tomberlin explained that he has not populated that data into the equity report yet because additional analyses is needed as well as the 2014-15 student growth data in order to make those determinations.

Board member Olivia Oxendine asked Dr. Tomberlin if there is any level of difference between a high-minority school and a high-poverty school. Dr. Tomberlin shared that there is quite a bit of overlap between those schools, but he stated that poverty is the broader category. He explained further that between low-minority and high minority schools the difference in effective teachers is smaller; therefore, what we are seeing may not be about race at all, but rather poverty and the resources available to teaching and serving the students. Dr. Tomberlin shared that in his initial explorations into the data that it appears that this is more of a poverty issue. In response to Lt. Governor Dan Forest's question about whether the data is mapped, Dr. Tomberlin stated that the Department can definitely work with its partners on GIF mapping of where teachers are going, which would be helpful. He spoke briefly about the movement.

Mr. Hill recommended that the revisions of the Strategic Plan be sent back to the Committees for further vetting, and returned to the Board in December for Action. There were no objections.

State Superintendent Atkinson drew attention to Pg. 4, noting a positive trend line. She stressed the importance of highlighting Measure 1.4.1 – Percentage of graduates needing remediation in the



University of North Carolina (UNC) System in their freshman year following graduation from high school, i.e. taking remedial coursework. Dr. Atkinson noted that, in 2012-13 it was 9.54%, in 2013-14 it was 8.12%, and in 2014-15 it was reduced 4.96%. Dr. Atkinson stated that this is a tribute to the work of our schools preparing students for higher level education.

Vice Chairman Collins noted that this issue was part of the Board's discussion in Winston-Salem related to Community College remediation. He asked if there was some change in the way that the remediation formula has been provided. Dr. Atkinson explained that with the Community College System, the Board of the Community College System changed the requirement for going into remediation and developmental classes, specifically what they did was to have a third-party evaluation research to determine whether the instrument being used by community colleges was valid and reliable. The researchers found that the test being used in most of the community colleges would not yield the appropriate information and students were being placed in remediation when they should not have been. To the credit of the State Board of Community Colleges, the policy was changed so that any student who has a 2.6 unweighted grade-point average and who has passed a fourth level of mathematics would not need remediation. As a result of that policy and the work of our public schools, the percentage of students going into remediation at the community college level has been cut and the interim community college president will provide those data so she can share it with the Board. The Community College System is working with the Interim President to get all of the community colleges to move in that direction because the State Board of Community Colleges made that decision based on research, which will save students money and time. Lt. Governor Dan Forest also spoke briefly about the placement test process, which was a part of that study as well.

At this time, the Board's committee meetings were held. Chairman Cobey drew attention to the new committee names. The separate committee meeting summaries for Student Learning and Achievement (SLA), Educator Standards and Practices (ESP), Business Operations (BSOP), Healthy Responsible Students (HRS), and Education Innovation and Charter Schools (EICS) are also available.

**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  
A.L. "Buddy" Collins, Vice Chairman  
Gregory Alcorn  
Eric C. Davis

Wayne McDevitt  
Olivia Oxendine  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Evelyn Bulluck, Local Board Member Advisor  
Rodney Shotwell, Superintendent Advisor  
Steve Lassiter, Principal of the Year Advisor

James Ford, Teacher of the Year Advisor  
Keana Triplett, Teacher of the Year Advisor  
Grace Russell, Senior Student Advisor  
Yates McConnell, Junior Student 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 Vice Chairman A. L. Collins and seconded by Dr. Olivia Oxendine, the Board voted unanimously to convene in Closed Session to discuss personnel matters and consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:*

- (1) Mergner v. NCSBE; and*
- (2) Hoke County v. State of North Carolina and State Board of Education.*

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

*Upon motion made by Mr. Wayne McDevitt and seconded by Dr. Olivia Holmes Oxendine the Board voted unanimously to recess the State Board of Education meeting until Thursday, November 5, at 9:00 a.m.*

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North Carolina State Board of Education  
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Raleigh, NC 27601-2825  
November 5, 2015**

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

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Janet Cowell, State Treasurer  
Gregory Alcorn  
Eric C. Davis

Reginald Kenan  
Wayne McDevitt  
Olivia Oxendine  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Evelyn Bulluck, Local Board Member Advisor  
Rodney Shotwell, Superintendent Advisor

Steve Lassiter, Principal of the Year Advisor  
James Ford, Teacher of the Year Advisor  
Keana Triplett, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

- State Board Chairman William Cobey called the Thursday session of the November 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 heard two Issues Sessions: 1. Division Profile from the Division of Exceptional Children and 2. Report from State Advisory Council on Indian Education, and approved its November 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. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Eric Davis was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

#### ***Discussion/Comments:***

- Chairman Bill Cobey requested a motion to approve the minutes of the October 1, 2015, State Board of Education meeting.
- There was no discussion.

*Mr. Wayne McDevitt made a motion to approve the minutes of the October 1, 2015, State Board of Education meeting. Seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the minutes as presented.*

### **SPECIAL INTRODUCTION**

Chairman Cobey introduced Governor Pat McCrory's Senior Education Advisor Catherine L. Truitt, who is attending her first State Board of Education meeting in this capacity. Ms. Truitt comes to the position from the International Center for Leadership in Education where she worked as a school district turnaround coach centered on rigor, relevance, and relationship building.

### **SPECIAL RECOGNITIONS**

- **Global-Ready Schools Designee**
  - ❖ **Piedmont Middle School, Charlotte-Mecklenburg Schools; Ms. Jacqueline Barone (Principal)**

Chairman Cobey recognized State Superintendent Atkinson to recognize staff members who will present the candidates for recognition. State Superintendent recognized Ms. Helga Fasciano to announce the Global-Ready Schools Designee.

Ms. Fasciano prefaced this announcement by noting that this is the first-ever school to earn the State of North Carolina's Global-Ready Schools Designation. Piedmont Middle School met all of the criteria adopted by the State Board of Education in January 2015. Ms. Fasciano explained that requirements of the designation mean that this school met the requirements to be designated as a prepared global-ready school, which means that in addition to the criteria they have met the state average performance composite for Level 3 and have either met or exceeded growth for the previous year of this designation. Ms. Fasciano recognized Ms. Jacqueline Barone (Principal) and Ms. Lisa Gurthy (Facility, Professional Development) to present a short preview of what they will show their community about Global-Ready Schools.

As the presenters were coming forward, Ms. Fasciano shared that on behalf of Mr. Ljubomir Stambuk (President, World Affairs Council, Charlotte) she applauds the State Board of Education for its vision of the Global Education Strategic Plan and the implementation of that plan. To support Piedmont Middle School for this coming year, The World Affairs Council will provide Piedmont Middle School with an Education Membership, tickets to education events of interest for staff and students, and they will be featured on their website.

Ms. Barone provided a snapshot of Piedmont Middle School, which opened in 1925 in downtown Charlotte. Piedmont Middle School became a magnet school in 1973 and was one of the first magnet schools in Charlotte-Mecklenburg. In 2008, Piedmont became a full International Baccalaureate magnet. Ms. Gurthy shared a short video that demonstrates a few of the many ways Piedmont Middle School's students and teachers work to be global ready every day.

Following the presentation, Ms. Barone and Ms. Gurthy were invited forward for a photograph and a symbol of the State Board of Education's appreciation for Piedmont Middle School's work to become a Global-Ready School.

### ➤ **STEM-Recognized Schools – STEM Schools of Distinction**

State Superintendent Atkinson recognized Ms. JoAnne Honeycutt (Director, Career and Technical Education) who in turn asked Ms. Tina Marcus to come forward to present the STEM Schools of Distinction. She also recognized the STEM partners who were present in the audience – Mr. Rick Purcell (Associate Manager, Public Consulting Group) and Dr. Sam Houston (CEO, North Carolina Science, Mathematics, and Technology Education Center).

Ms. Marcus prefaced this presentation by providing a brief historical overview of the development of the STEM Recognition program and the process created to identify what STEM education looks like in North Carolina. The STEM program is based on 11 essential attributes. Ms. Marcus explained that the schools being honored today underwent a rigorous application process where they had to describe and demonstrate 40 elements within the 11 essential attributes. She described the review process, which included a panel of reviewers and a site visit. The schools demonstrated evidence of outstanding leadership and learning in a way to prepare students to be globally ready for postsecondary education, and globally engaged citizens. According to Ms. Marcus, the common thread of all of the schools is their implementation, which is rooted in a culture whereby inquiry and creativity exists among and between students, teachers and community members with an emphasis on engaging students in to think creatively and problem solve to seek solutions. The schools also established community partnerships and strategies that foster connections between student studies and the world outside the classroom, inspiring students through learning experiences that are real and relevant through a balanced approach whereby all content areas were equally responsive to cultivating soft skills.

Ms. Marcus announced the following cohort of STEM Schools of Distinction. As each school was recognized, the school representatives were invited forward for a photograph.

#### ❖ **Northeast Region**

- ❑ Riverside Middle School, Martin County Schools – Prepared STEM School of Distinction; Mr. Ron Byrd (Principal), Dr. Chris Mansfield (Interim Superintendent, Martin County Schools), Ms. Barbara Council (Board of Education Member, Martin County Schools), Ms. Tonya Little (Countywide STEM Coordinator), Mr. Caesar Hernandez (Student)

#### ❖ **Southeast Region**

- ❑ Greene Central High School, Green County Schools – Model STEM School of Distinction; Mr. Patrick Greene (Principal), Mr. Patrick Miller (Superintendent, Green County Schools), Mr. Jose Garcia (STEM Director), Mr. Frank Creech (Chief Academic Officer, Green County Schools), Ms. Taylor Hill (Student)

- ❑ James Kenan High School, Duplin County Schools – Prepared STEM School of Distinction; Mr. Michael Holton (Principal), Ms. Morgan Lloyd (English Teacher), Ms. Tiffany Cassell (Agriculture Teacher), Mr. Makinio Wallace (Student) and Ms. Gillian Hernandez (Student)

➤ **North Central Region**

- ❑ Brentwood Magnet Elementary School of Engineering, Wake County Schools – Model STEM School of Distinction; Mr. Eric Fitts (Principal), Ms. Emily Hardee (STEM/Magnet Coordinator), Mr. John Silverthorne (Math Coach), and Mr. Paul Domenico (Director of STEM and Magnet Programs, Wake County Public Schools)
- ❑ East Cary Middle School, Wake County Schools – Prepared STEM School of Distinction; Ms. Nikia Davis (Principal), Ms. Shandua Ellis (Assistant Principal), Ms. Maria Smith (Teacher and STEM Advisor), Ms. Lisa Davidson (Red Hat STEM-related community member), Mr. Shawn Allen (Red Hat STEM-related community member), and Mr. Paul Domenico (Director of STEM and Magnet Programs, Wake County Public Schools)
- ❑ Wake STEM Early College High School, Wake County Schools – Model STEM School of Distinction; Mr. David Schwenker (Principal), Mr. Jose Picart (Senior Faculty Fellow at the Friday Institute, North Carolina State University), and Mr. Paul Domenico (Director of STEM and Magnet Programs, Wake County Public Schools)

➤ **Piedmont Triad Region**

- ❑ Atkins Academic and Technology High School, Winston-Salem/Forsyth Schools – Model STEM School of Distinction; Mr. Joe Childers (Principal), Ms. Sonya Rexrod (Curriculum Coordinator), Ms. Monta Ervin (Curriculum Coordinator), and Ms. Kim Marion (STEM Magnet Coordinator, Winston-Salem Forsyth County Schools)

## **STATE SUPERINTENDENT’S REPORT**

### **NCDPI Division Spotlight**

#### **Exceptional Children**

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 Exceptional Children Division’s sections and program areas.

- **Behavioral Support Section** – Promotes positive school climates and improved behavioral and academic success in all North Carolina schools.
- **Policy, Monitoring and Audit Section** – Ensures compliance with federal regulations (IDEA) and state regulations to provide a free, appropriate public education (FAPE) in the least restrictive environment (LRE) on behalf more than 200,000 students with disabilities statewide.
- **Program Improvement and Professional Development** – Supports research based instructional practices through comprehensive professional learning for more than 3,000 teachers annually and through partnerships with colleges & universities.
- **Regional Administrative Support** – Provides technical assistance and professional development to local EC Directors and Charter School Coordinators.

- **Sensory Supports and Assistive Technology Section** – Provides professional development and coaching to improve literacy and graduation outcomes for the 2,000 students with hearing loss and 669 students with vision loss in NC public and charter schools.
- **Special Programs and Data Section** – Provides support related to IDEA fiscal monitoring, reporting and data analysis for Children with Disabilities ages 3-21.
- **Supporting Teaching and Related Services Section** – Provides professional development and technical support to improve academic services for students with disabilities.
- **Governor’s School** – Coordinates all aspects of the residential Governor’s School summer program on two campuses for 650 high achieving and talented high school students.

### Graduation Achievement Awards

#### NC Schools Celebrate Highest Graduation Rate in State History

Principals, superintendents and other invited guests celebrated the highest graduation rate ever achieved in North Carolina at an October 16 luncheon in Research Triangle Park.

- Since 2006, the first year the state reported a four-year cohort graduation rate, the percentage of students graduating from high school in four years or less has risen from 68.3 percent to 85.6 percent.
- The celebration honored 59 high schools and 41 school districts across North Carolina.

Special honors went to

- The top 10 school districts with the highest graduation rates in the state regardless of cohort size:
  - Newton Conover City Schools – 97.1%
  - Hyde County Schools – 94.7%
  - Dare County Schools – 93.8%
  - Avery County Schools – 93.8%
  - Union County Public Schools – 93.2%
  - Cherokee County Schools – 92.9%
  - Yancey County Schools – 92.4%
  - Mount Airy City Schools – 92.4%
  - Elkin City Schools – 92.0%
  - Chapel Hill-Carrboro City Schools – 91.0%
- Highest graduation rate by district size:
  - Large – Greater than 2,000 Students in Cohort
    - ❖ Union County Public Schools – 93.1%
  - Medium – 1,000-1,999 Students in Cohort
    - ❖ Henderson County Schools – 90.5%
  - Small – Less than 1,000 Students in Cohort
    - ❖ Newton Conover City Schools – 97.1%
- The top two schools in each of six categories by size of the graduating class (cohort size).
- The 53 high schools and early college high schools that have graduated 100 percent of their class after a four-year period.

High schools graduating 95 percent or more of their students but falling short of 100 percent received a certificate of achievement and a letter commending them on their accomplishment.

## Principal of the Year Summit

### Principals Meet for the Third Annual NC Summit

North Carolina Principals of the Year Mr. Steve Lassiter and Dr. Carrie Tulbert co-chaired the third annual North Carolina Principal of the Year Summit on October 22, 2015, at the Durham Hilton Hotel in Durham.

- The theme for this year's summit was *"Using Social Media as an Engagement Tool."*
- Funded through a grant from IBM Corporation, the day was filled with information principals can use at their school and in their district on the latest trends in using electronic tools to engage the schools, the parents, and the community in public education.

The Superintendent's Principal Advisory Council met for informal question and answer discussion prior to the summit.

## Milken Education Award

### Chatham Educator Honored in Surprise Ceremony

Congratulations to Eric Patin, this year's winner of the Milken Educator Award. Eric is the chair of Chatham Central High School's science department in Bear Creek, NC.

- Established in 1987 as an initiative of the [Milken Family Foundation](#), the Milken Educator Awards program rewards and inspires excellence in the world of education by honoring top educators around the country with \$25,000 unrestricted awards.
- The Milken Educator Awards targets early-to-mid career education professionals for their achievements and for the promise of what they will accomplish in the future.

## Special Recognitions and Awards

### Kudos Offered to DPI Staff and Associates

**Tracy Savell Weeks** was honored with the Alumni Achievement Award from the University of North Carolina at Chapel Hill School of Education for working to provide safe access to high quality education for all children. Tracy is the state's first Chief Academic and Digital Learning Officer at NCDPI.

**Charlotte "Nadja" Trez**, NCDPI Title III/ESL Consultant in K-12 Programs within the Curriculum and Instruction Division, served as President of the National Council of State Title III Directors for 2014-15. The Council acts as a resource for state and local education personnel and advocates on issues concerning the education of English Language Learners.

**Ann Marie G. Gunter**, NCDPI World Languages Consultant in K-12 Program Areas within the Curriculum & Instruction Division, will serve a two-year term as President of the National Council of State Supervisors for Languages beginning in January 2016. The organization provides leadership in facilitating and promoting policies and practices that support language education for all students.

**Laura Crumpler**, Special Deputy Attorney General assigned to NCDPI, is the 2015 recipient of the "Doug Bates" Distinguished Service Award. She was presented with the award at the conference of the National Council of State Education Attorneys in Baltimore. The award is presented to a state education attorney who has demonstrated outstanding public service on behalf of a state education agency and public school students.

## New Additions Join DPI Team

- Laura Marsden - Education Consultant II – Exceptional Children
- Dennis Perks - Education Consultant II – Career and Technical Education
- Jill Darrough - Education Consultant II – K – 12 Instructional Technology
- Glenn "Kevin" Allen – Education Program Administrator – Exceptional Children



- Catrina Parker – Education Consultant II – NCVPS
- Darlene Schaefer – Education Consultant I – NCVPS
- Andrea Finney-Ratliff – School Educator I – Governor Morehead Pre-school
- Lisa Conger - Education Consultant II – Career and Technical Education
- Kysia McIntyre – Accounting Technician – Financial Services / School Business

➤ **Recent Activities of the State Superintendent**

☐ **Attended and/or delivered remarks/keynote address at**

- Piedmont Triad Education Consortium, Greensboro, NC
- Council of State, Raleigh, NC
- Graduation Achievement Awards Ceremony, RTP, NC
- Future of CTE Summit, Orlando, FL
- Wine, Women & Shoes – Communities in Schools – Raleigh, NC
- Sandhills Region Education Consortium, Carthage, NC
- Southwest Education Alliance, Charlotte, NC
- Northwest Region Education Service Alliance, Wilkesboro, NC
- Milken Educator Award Ceremony, Bear Creek, NC
- Charter School Director Meeting, Misenheimer, NC
- Northeast Region Education Service Alliance, Williamston, NC
- Principal Advisory Council, Durham, NC
- Principal of the Year Summit, Durham, NC
- Southwest Education Alliance, Clinton, NC
- Testing Panel, National Press Club, Washington, DC
- Rural Education National Forum, Columbus, OH
- NC Education and Workforce Leadership Summit, Greensboro, NC
- NC Works Partnership Conference, Greensboro, NC
- NC School Social Workers State Conference, Concord, NC
- NC Works Partnership Conference Governor’s Awards of Distinction Banquet, Greensboro, NC
- Meeting with President Obama and Education Secretary Arne Duncan, Washington, DC, about testing

**Visited**

- Lafayette Elementary School, Kipling, NC
- Four Oaks Elementary School, Four Oaks, NC
- Lake Norman Charter, Huntersville, NC
- Winding Springs Elementary School, Charlotte, NC

## Legislative Update

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

Ms. Beaulieu drew attention to a summary posted on eBoard, which highlights relevant 2015 Session Laws (House and Senate Bills). In addition to the 63 bills below, Ms. Beaulieu shared that her office has compiled a list of studies that the State Board and the Department of Public Instruction will be doing, and reports or policy-implicated new laws. Ms. Beaulieu spoke briefly about the additional allocation of funds for the Read to Achieve Summer Camps and the expansion of those camps to first and second graders who are at risk of being struggling readers. She also noted the additional investment in connectivity funds, specifically in the second year of the biennium, and the expansion of funding for textbooks (approx. \$28 million). In closing comments, Ms. Beaulieu reported that the Governor signed the last of the pending bills last week one of which was SB 97 – The State Advisory Council on Indian Education in which Dr. Oxendine was present during the bill-signing ceremony at UNC Pembroke. In response to Board member Wayne McDevitt’s inquiry about the status of the budget and its impact, State Superintendent Atkinson explained that the Department is currently working with the Office of State Budget and Management to develop recommendations, which will come to the State Board of Education in December. She noted that there are opportunities and challenges in order to get to the place where the Department can make the \$2.5 million cut within the agency. A brief discussion also occurred about merging and shared services as included in HB 97 (Sec.8(a).5). For a budget comparison analysis, Ms. Beaulieu explained that the Financial Services Division has developed a spreadsheet to view the granular details of the budget.

Bill Number	Title	Session Law
HB 13	Amend School Health Assessment Requirement	SL 2015-222
HB 44	Local Government Regulatory Reform 2015	SL 2015-246
HB 86	Utility Line Relocation/School Board	SL 2015-111
HB 97	2015 Appropriations Act	SL 2015-241
HB 110	Cherokee/Rutherford/Clay Bds. of Ed. Elect.	SL 2015-35
HB 112	Stanly Co. Bd. of Ed. Election Method	SL 2015-242
HB 113	Protect Our Students Act	SL 2015-44
HB 130	Davie County/Food for Detention Facilities	SL 2015-20
HB 134	Soliciting Prostitution/Immunity for Minors	SL 2015-183
HB 154	Local Governments in State Health Plan	SL 2015-112
HB 173	Omnibus Criminal Law Bill	SL 2015-247
HB 184	Change DCR Process for Unclaimed Property	SL 2015-218
HB 189	Rockingham Co. School Bd.	SL 2015-38
HB 190	State Health Plan Modifications	SL 2015-100
HB 237	Repeal Personal Ed Plans/Modify Trans Plans	SL 2015-46
HB 254	Protect National Guard Reemployment Rights	SL 2015-161
HB 255	Building Code Regulatory Reform	SL 2015-145
HB 259	General Government Technical Corrections	SL 2015-268
HB 272	Appointments Bill 2015	SL 2015-254
HB 274	Retirement Technical Corrections Act of 2015	SL 2015-67
HB 276	Agency Participation Procedures Act of 2015	SL 2015-168
HB 277	Retirement Administrative Changes Act of 2015	SL 2015-164
HB 318	Protect North Carolina Workers Act	SL 2015-294
HB 334	Charter School & Other Education Laws Changes	SL 2015-248
HB 358	School Performance Grade Scale	SL 2015-17

HB 364	Clarify Laws on Exec. Orders and Appointments	SL 2015-9
HB 373	Elections	SL 2015-258
HB 383	Clarify Statutory Scheme/Sex Offenses	SL 2015-181
HB 488	Central Carolina CC/Bd. of Trustees	SL 2015-252
HB 495	OSHR Modernization/Technical Changes	SL 2015-260
HB 503	Moore Co. Comm. and Bd. of Ed. Changes	SL 2015-244
HB 527	Omnibus Local Act	SL 2015-253
HB 552	Graffiti Vandalism	SL 2015-72
HB 562	Amend Firearm Laws	SL 2015-195
HB 647	Epi Pens in all Child-Serving Businesses	SL 2015-274
HB 669	Juvenile Law Changes/Abuse/Neglect/ Dependency	SL 2015-136
HB 792	Privacy/Protection from Revenge Postings	SL 2015-250
HB 795	SEPA Reform	SL 2015-90
HB 812	Grant Recipients Posted on Grantor Web Site	SL 2015-114
HB 836	Election Modifications	SL 2015-103
HB 879	Juvenile Code Reform	SL 2015-58
HB 943	Connect NC Bond Act of 2015	SL 2015-280

Bill Number	Title	Session Law
SB 5	Union County Local Act	SL 2015-10
SB 14	Acad. Standards/Rules Review/Coal Ash/Funds	SL 2015-7
SB 15	Unemployment Insurance Law Changes	SL 2015-238
SB 20	IRC Update/Motor Fuel Tax Changes	SL 2015-2
SB 22	Historic Artifact Mgt. and Patriotism Act	SL 2015-170
SB 97	State Advisory Council on Indian Education	SL 2015-295
SB119	GSC Technical Corrections 2015	SL 2015-264
SB 181	Wake County Commissioner Districts	SL 2015-4
SB 233	Automatic Expunction/Mistaken Identity	SL 2015-202
SB 279	Amend Qualifications/Practice of Counseling	SL 2015-279
SB 315	School Playgrounds Available to Public	SL 2015-64
SB 333	Teacher Transition Data	SL 2015-126
SB 399	Joint Agency Tax Refund	SL 2015-235
SB 400	School Access for Boy Scouts/Girl Scouts	SL 2015-249
SB 423	Foster Care Family Act	SL 2015-135
SB 519	Amend Child Custody Laws	SL 2015-278
SB 524	Grad Requirements/Sports Pilot	SL 2015-291
SB 545	Workforce Enrichment/Veterans	SL 2015-143
SB 578	Transition Certain Abuse Investigations/DCDEE	SL 2015-123
SB 597	Repeal References to ABCs	SL 2015-65
SB 676	Autism Health Insurance Coverage	SL 2015-271

## 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 eleven items for consideration, and 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 the slate of consent items as presented.

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments BSOP 4, BSOP 5, BSOP 6, BSOP 7, BSOP 8, SLA 2, SLA 3, SLA 4, SLA 5, SLA 6, and SLA 7)*

### **BUSINESS OPERATIONS COMMITTEE** (Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)

#### ***CONSENT***

#### **BSOP 4 – LEA-Wide Weather-Related Calendar Waiver Requests**

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

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

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

#### **Description:**

LEAs that have been closed eight or more days in four of the last 10 years meet the criteria to request a waiver. This waiver is only for the opening date of the school year.

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

For school year 2016-17, 13 LEAs are eligible for a weather-related waiver and 12 are requesting the waiver. Transylvania County Schools indicated they were not applying for a waiver.

#### **Recommendations:**

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

**CONSENT**

**BSOP 5 – Voluntary Shared Leave Report by Local Education Agency – Fiscal Year 2014-15**

**Policy Implications:** General Statute §115C-126-8.3

**SBE Strategic Plan:**

**Goal 4:** Every school/district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

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

**Description:**

LEAs are required to report information on its Voluntary Shared Leave Program to the State Board of Education on a yearly basis. The State Board of Education is to submit a report to the Office of State Human Resources regarding the hours and costs associated with the Voluntary Shared Leave Program in each LEA. Attached is the report for the 2014-15 school year.

**Recommendations:**

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

**CONSENT**

**BSOP 6 – Career and Technical Education Credential Allotments**

**Policy Implications:** Session Law 2013-360 (Senate Bill 402), Section 8.28(b)

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further, education and citizenship.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

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

**Description:**

Session Law 2013-360 allocated funds to increase the number of industry-recognized technical credentials that can be earned by high school students by exempting students from paying fees for an administration of examinations leading to industry certifications and credentials according to rules to be adopted by the State Board of Education.

Funds available for 2015-16 totaling \$1,302,243 are to be allotted to each local education agency (LEA) to offset the cost of credentials pursued at the local level.

The NC Department of Public Instruction used the following method when calculating each LEA's allotment:

- Projected the number of participants in each eligible course.
- Multiplied the projected participants by the per-pupil cost of the credential.
- Totaled the per-pupil costs to calculate a statewide need of \$8,487,621.
- Allocated a base amount of \$100 for each school.
- Divided the total funds available by the total need to calculate the total amount that the credential allotment could cover (15.19%) of each LEA's projected need.

Attachment 1 details the amount of funding to be allotted to each LEA.

**Recommendations:**

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

***CONSENT***

**BSOP 7 – Report to the North Carolina General Assembly: Ensure Security of Student Records**

**Policy Implications:** Session Law 2014-50 (SB 815) Section 1, G.S. § 115C-402.5(b)(7)(a) and (b)

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Data, Research and Federal Policy)

**Description:**

This report is being submitted to the State Board of Education to comply with the following legislative mandate of SL 2014-50 (SB 815): The SBE shall notify the Governor and the General Assembly annually by October 1 of the following:

- (a) New student data, whether aggregate data, de-identified data, or personally identifiable student data, included or proposed for inclusion in the student data system for the current school year.
- (b) Changes to existing data collections for the student data system required for any reason, including changes to federal reporting requirements made by the United States Department of Education.

**Recommendations:**

It is recommended that the State Board of Education accept this report for submission to the Governor and the General Assembly.

**CONSENT****BSOP 8 – Report to the North Carolina General Assembly – Capital Projects****Policy Implications:** Session Law 2015-241**SBE Strategic Plan:****Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Kenneth Phelps (Lead Consultant, Safe and Healthy School Support Division, School Planning Section)**Description:**

S.L. 2015-241 (Section 31.7(b) of HB 97) requires a report on the status of construction projects by each State agency. This applies to DPI construction projects in the New Education Building and at the Residential Schools:

- Governor Morehead School for the Blind
- Eastern North Carolina School for the Deaf
- Western North Carolina School for the Deaf

The reports are due quarterly (October, January, April, July) each year. The report presented at this meeting is to inform the SBE of the current status of projects at the above-referenced locations.

**Recommendations:**

It is recommended that the SBE review and approve the report. This report is to be generated and submitted every quarter.

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE**  
**(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

**CONSENT****SLA 2 – Report to the North Carolina General Assembly: Broaden Successful Participation in Advanced Courses****Policy Implications:** General Statute §115C-174.26**SBE Strategic Plan:****Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**Objective 1.1:** Increase the cohort graduation rate.**Objective 1.2:** Graduate students prepared for postsecondary education.**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.**Objective 1.5:** Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education.

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning)

**Description:**

This annual report complies with the following legislative mandate: Beginning November 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (§ 115C-83.4A. Advanced courses)

This report relates directly to the work of broadening course enrollment and successful exam participation in advanced courses, both Advanced Placement (AP) and International Baccalaureate (IB), across North Carolina’s public schools and the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts.

The report outlines an overall summary in response to the legislation, advanced course enrollment data, and AP exam data.

**Recommendations:**

It is recommended that the State Board of Education accept this updated report prior to submission to the General Assembly.

**CONSENT**

**SLA 3 – Report to the North Carolina General Assembly: Four-Year Cohort Graduation Rate**

**Policy Implications:** Session Law 2010-111, Senate Bill 1246

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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



**Description:**

Senate Bill 1246, Session Law 2010-111 directed the State Board of Education to develop a growth model for establishing short-term annual goals for improving the four-year cohort graduation rate and to establish a long-term goal of increasing the statewide four-year cohort graduation rate to one hundred percent. The State Board of Education is also required to report annually on progress toward graduation benchmarks and include strategies and recommendations for achieving those benchmarks. In September 2006, the State Board of Education established the expectation that one hundred percent of the students in North Carolina should graduate from high school when the Board adopted its mission that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century.

The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2014-15 school year.

**Recommendations:**

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

**CONSENT****SLA 4 – Report to the North Carolina General Assembly: DPI Study/Improve Outcomes for Students with Disabilities**

**Policy Implications:** Session Law 2015-241 (House Bill 97)

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Goal 2:** Every student has a personalized education.

**Objective 2.1:** Increase the number of students who graduate from high school with postsecondary credit.

**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:**

This item is submitted to the State Board of Education to comply with the following legislative mandate: SECTION 8.30.(a) – The Department of Public Instruction shall study and develop potential policy changes for improving the outcomes for elementary and secondary students with disabilities, including raising the graduation rates, providing more outcome-based goals, creating greater access to career-ready diplomas, increasing integration of accessible digital learning options, and providing earlier and improved transition services planning. The Department shall do at least the following toward achieving the goals set forth in this section:

- (1) Examine current Individualized Education Program (IEP) requirements and develop reforms with greater focus on outcome-based goals for students with disabilities.
- (2) Solicit input and bring together stakeholders and other interested parties to develop policies on transition services plans for students with disabilities from elementary to middle school, middle to

high school, and high school to postsecondary education, and for employment opportunities and adult living options.

- (3) Solicit input and bring together stakeholders to create accessible ways for students with IEPs to access the *Future-Ready Core Course of Study* in more significant numbers as a viable alternative to the *Occupational Course of Study*.
- (4) Examine model programs that may be employed by local school administrative units aimed at increasing the graduation rate and school performance of students with disabilities.

SECTION 8.30.(b) – By November 15, 2015, and annually thereafter, the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee on the progress of developing and implementing policy changes on (i) IEP reforms, (ii) transition planning policies, (iii) increased access to *Future-Ready Core Course of Study* for students with disabilities, and (iv) model programs for use by local school administrative units to improve graduation rates and school performance of students with disabilities.

**Recommendations:**

It is recommended that the State Board of Education accept this report for submission to the General Assembly.

**CONSENT**

**SLA 5 – Report to the North Carolina General Assembly: Health Assessments for Children in Public Schools**

**Policy Implications:** SBE Policy #TCS-B-008

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy safe and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Objective 5.2:** Promote healthy, active lifestyles for students.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Mr. John Pruette (Executive Director, Office of Early Learning)

**Description:**

In 1985, the General Assembly passed a requirement that every child entering kindergarten in the public schools receive a health assessment pursuant to 130A-440 and 130A-441 of the General Statutes. In 2015-2016, health assessment results for entering public school kindergarten students are required to be submitted to the school principal on health assessment transmittal forms developed jointly by the Department of Health and Human Services and the Department of Public Instruction.

During the 2015 session of the General Assembly of North Carolina, current health assessment law was amended to include “each child in this State who is presented for admission into kindergarten *or a higher grade in the public schools for the first time.*” Additionally, the amended legislation mandates “*the only health assessment transmittal form utilized by the public schools shall be the form developed*

*pursuant to G.S. 130A-441,*” specifically, developed jointly between Departments and required for use in the 2016-17 school year. Content for the required form is also specified in the revised law.

Pursuant to House Bill 13, the Department of Public Instruction shall report to the Joint Legislative Oversight Committee on Health and Human Services and to the Joint Legislative Oversight Committee on the revised health assessment transmittal form on or before December 1, 2015. This report serves as a status update on the revision of the current health assessment form.

**Recommendations:**

It is requested that State Board of Education members accept the report.

**CONSENT**

**SLA 6 – Membership for the Driver Education Advisory Committee**

**Policy Implications:** SBE Policy #TCS-B-008

**SBE Strategic Plan:**

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

**Objective 3.1:** Develop and support highly effective teachers (Driver Education teachers / instructors).

**Presenter(s):** Dr. Ben Matthews (Deputy Chief Financial Officer for Operations)

**Description:**

The creation of an Advisory Committee for Driver Education is included in the North Carolina Driver Education Strategic Plan as directed by the General Assembly in SL 2011-142 and approved by the State Board of Education in February 2013. State Board of Education policy establishes the North Carolina Driver Education Advisory Committee and outlines specific roles and duties of the committee in advising the State Board of Education on issues related to the implementation of the North Carolina Driver Education Strategic Plan and any other aspects of driver education and traffic safety.

The Committee shall consist of up to a maximum of 19 members from the following groups: North Carolina Department of Public Instruction, North Carolina Department of Transportation and Division of Motor Vehicles, UNC Highway Safety Research Center, North Carolina Driver and Traffic Safety Education Association, Commercial Driving Schools, LEA Coordinators/Teachers, University/Community College, Law Enforcement, North Carolina Department of Insurance, North Carolina Parent Teacher Association and a Student Representative.

The initial term of office shall be for two or three years beginning July 1 and ending June 30. The State Board of Education shall designate two-year and three-year term limits for initial members of the advisory committee. Committee membership terms will be staggered; thereby permitting new appointments to be made while retaining some experienced members. All subsequent appointments will be two-year terms. A member could serve a maximum of two terms consecutively with a required separation of two years before receiving a third-term appointment. The SBE shall fill vacancies on the Committee and shall approve reappointments to the Committee. Two full terms may be served after fulfilling an unexpired term.

The individuals are being recommended to serve two-year terms on the Driver Education Advisory Committee.

**Recommendations:**

The North Carolina State Board of Education is asked to approve these individuals to serve two-year terms as members of the Driver Education Advisory Committee.

**CONSENT**

**SLA 7 – Technical Corrections to Course for Credit Policy**

**Policy Implications:** SBE Policy #GCS-M-001

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Goal 2:** Every student has a personalized education.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services), and Mrs. Sneha Shah Coltrane (Director, Advanced Learning)

**Description:**

The NC Department of Public Instruction is presenting to the State Board of Education (SBE) two changes to clarify this policy and support student needs most effectively.

- (1) In August, this policy was updated to include technical changes incorporating new course names to reflect integrating Founding Principles with the Civics and Economics Course. The revised policy presented to the State Board of Education inadvertently included a change to the credit recovery section (6.1) that requires the administration of an end-of-course test at the conclusion of credit recovery. With credit recovery consisting of a subset of a course, not the entire content, whether to administer the end-of-course test has been a local option. This policy is presented to the SBE in October with a change to the language that will allow local school districts the latitude to make the decision of whether to administer the end-of-course test at the conclusion of credit recovery.
- (2) Beginning this year, freshman high school students (7.4) have their grade replaced when they choose to “repeat a course for credit” that they have failed previously. It is clear that this opportunity should be made available for all students who may fail a high school course and should not be limited only to the freshman class. The revised policy presented to the SBE clarifies that all students who fail a high school course initially, starting in 2015-16, and choose to repeat a course for credit will have their previous grade replaced with their new course grade.

**Recommendations:**

The State Board of Education is asked to accept the proposed amendments to this policy.

**ACTION AND DISCUSSION AGENDA****EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

Chairman Cobey noted that EICS Committee Chair Rebecca Taylor was not present due to illness; therefore, he recognized Vice Chair Wayne McDevitt to manage the EICS Committee agenda.

***ACTION ON FIRST READING*****EICS 1 – SBE Appointment of SBE Member to Office of Charter Schools Executive Director  
Search Committee**

**Policy Implications:** Session law 2015-248 , Section 1.(b)

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

Session law 2015-248 , Section 1.(b), directs the State Board of Education to appoint an executive director of the Office of Charter Schools within 90 days of the act becoming law. The act was signed on 9/23/15. The initial appointment of the Executive Director shall be upon the recommendation of the State Board of Education by a search committee comprised of the Lieutenant Governor, the vice-chair of the SBE, and one other member of the SBE appointed by the SBE.

The Education Innovation and Charter Schools Committee recommends Chairman Bill Cobey to serve on the search committee.

**Recommendations:**

It is recommended that the State Board of Education approve Chairman Bill Cobey to serve on the search committee for the Executive Director for the Office of Charter Schools.

**Discussion/Comments:**

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday, noting that the Board recommends Chairman Bill Cobey to serve on the search committee for the Executive Director for the Office of Charter Schools.
- There was no further discussion.

*Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve SBE Chairman Bill Cobey to serve on the search committee for the Executive Director for the Office of Charter Schools. (See Attachment EICS 1)*

***ACTION ON FIRST READING***

**EICS 2 – SBE Appointment of Non-SBE Member to the Charter School Advisory Board**

**Policy Implications:** Session Law 2015-248, Section 1(a)(b)(2)

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

Session law 2015-248 , Section 1.(a)(b)(2), directs the State Board of Education to appoint one member to the Charter School Advisory Board who is not a current member of the State Board of Education and who is a charter school advocate in North Carolina.

**Recommendations:**

It is recommended that the State Board of Education approve Dr. Cheryl D. Turner to serve as a non-State Board of Education member of the Charter School Advisory Board.

**Discussion/Comments:**

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. He noted that the Board has had the opportunity to review the resume of Dr. Cheryl Turner and hear Chair Rebecca Taylor’s recommendation of Dr. Turner during the Committee meeting.
- There was no further discussion.

*Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve Dr. Cheryl D. Turner to serve as a non-State Board of Education member of the Charter School Advisory Board. (See Attachment EICS 2)*

***DISCUSSION***

**EICS 3 – Charter Amendment for Bridges Academy**

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

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

State Board of Education Policy #TCS-U-014 lists which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board. An amendment that alters a charter school’s “mission or targeted student population” is one that must be approved by the State Board.

Bridges Academy is a K-8 charter school located in Yadkin County. The school is seeking to amend its original mission statement, which declared that the school would serve “the needs of certain students who are failing to thrive.” The amended mission statement asserts that the school seeks “to provide all students with the opportunity to develop an academic foundation that empowers students to reach their full potential.” This amendment request also includes a Founding Purpose, which is derived from the original mission.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment.

**Discussion/Comments:**

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

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

***DISCUSSION***

**EICS 4 – Charter Amendment for Lake Lure Classical Academy**

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

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

State Board of Education Policy #TCS-U-014 lists which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board. An amendment that alters a charter school’s “mission or targeted student population” is one that must be approved by the State Board.

Lake Lure is a K-12 charter school located in Rutherford County. The school is seeking to amend its original mission statement, which declared that the school would “provide a first-class education to every child, thereby developing thoughtful, articulate young adults.” The amended mission statement asserts that the school will “provide an educational community with high academic and character expectations, creating life-long learners.”

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education discuss approval of this charter amendment.

**Discussion/Comments:**

- EICS Committee Vice Chair Wayne McDevitt explained that this item was pulled from the agenda at the request of Lake Lure Academy.
- There was no further discussion.

This item was pulled from the agenda. (See Attachment EICS 4)

***DISCUSSION***

**EICS 5 – Charter School Advisory Board Recommended Policy Amendment – TCS-U-010**

**Policy Implications:** General Statute §115C-218.5, SBE Policy #TCP-U-010, and proposed new SBE Policy #TCS-U-019

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

The Charter School Advisory Board (CSAB) recommends amending State Board of Education (SBE) Policy #TCS-U-010, which states that “the State Board of Education shall initiate revocation of the charter of any school when, for two of three consecutive years, the charter school does not meet or exceed expected growth and has a proficiency below 60%.” This policy meets the mandate of NC General Statute §115C-218.95(b), which directs the SBE to “adopt criteria for adequate performance... [including] a requirement that a charter school [demonstrating the performance characteristics above] is inadequate.” The CSAB recommends amending SBE Policy #TCS-U-010 as indicated in the attached document.

**Recommendations:**

This item is being presented for discussion by the State Board of Education.

**Discussion/Comments:**

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. Legal staff have been asked to fine tune this policy prior to the December Board meeting.



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- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2015. (See Attachment EICS 5)

***DISCUSSION***

**EICS 6 – Charter School Advisory Board Recommended New Policy**

**Policy Implications:** General Statute §115C-218, SBE Policy #TCS-U-019

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

The CSAB also recommends that the SBE adopt a new policy, TCS-U-019, which meets the S.L. 2015-248, Section 9(d) directive that the SBE, “upon written recommendations made by the Advisory Board...shall adopt a policy on the submission of certain proposed rules and other guidance related to charter schools for review by the Advisory Board and a requirement for the Advisory Board to provide recommendations to the SBE on covered matters. The CSAB recommends that the SBE adopt as the new policy, TCS-U-019, the policy indicated in the attached document.

**Recommendations:**

This item is being presented for discussion by the State Board of Education at its November 2015 meeting.

**Discussion/Comments:**

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. Legal staff have been asked to fine tune this policy prior to the December Board meeting.
- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2015. (See Attachment EICS 6)

***NEW BUSINESS***

Under New Business, EICS Committee Chair Rebecca Taylor shared that the Committee received a Virtual Charter School Pilot Update from North Carolina Connections Academy and North Carolina Virtual Academy.

**BUSINESS OPERATIONS COMMITTEE CHAIR REPORT  
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)**

***ACTION ON FIRST READING***

**BSOP 1 – Special Provisions, House Bill 97 (2015-2017 Budget Bill) and Senate Bill 524**

**Policy Implications:** House Bill 97

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Sarah Harris (Director, Financial Services Division)

**Description:**

Special provisions in House Bill 97 recently passed by the General Assembly states that the State Board of Education “may” proceed with actions as indicated in the bill. Some special provisions mandate that the State Board of Education proceed with the actions. Included in these provisions are directives for the State Board of Education to redirect and use funds, and additional direction and authorization for the State Board of Education to ensure that all students have the opportunity to receive a sound basic education. These special provisions are being presented for the Board’s review and for authorization of the allowed actions. All attachments will be submitted prior to the Board meeting.

**Recommendations:**

It is recommended that the State Board of Education approve the actions allowed in the special provisions.

**Discussion/Comments:**

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

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the actions allowed in the special provisions. (See Attachment BSOP 1)*

***ACTION ON FIRST READING***

**BSOP 2 – Approval of Grant: After-School Program Quality Improvement Grant Program**

**Policy Implications:** Session Law 2015-241, SBE Policy #TCS-O-001

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Donna Brown (Director, Program Monitoring and Support Division)

**Description:**

In the summer of 2014, The North Carolina General Assembly appropriated (\$5,000,000) in state funds for the After-School Quality Improvement Grant Program to be administered by the Department of Public Instruction as part of the *Competitive Grants to Improve After-School Services Act [S.L. 2014-100]*.

Organizations are eligible to receive two-year grants of up to (\$500,000) a year, based on the proposed number of students served, with an option for a third year of funding. To determine the level of funding eligibility, organizations utilized the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's 2014 Tier Designations. In accordance with the law, grant funds must be matched on the basis of (\$3.00) in grant funds for every (\$1.00) in non-grant funds. For 2014-15, (41) applications were submitted by the due date. Based on the final ratings of the applications, (17) were approved by the State Board of Education on January, 2015, for a total of \$4,784,539.

On September 9, 2015, the General Assembly appropriated (\$6,000,000) in state funds to provide a second-year grant to grant recipients approved under the After-School Quality Improvement Grant Program pursuant to Section 8.19 of S.L. 2014-100. Sufficient funds were appropriated to allow the state to fund the four (4) program proposals representing the next four (4) highest scores in rank order within the strong quality band for a total of \$1,108,480.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendations as Action on First Reading.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn noted a thorough discussion about this grant during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Mr. Greg Alcorn, and seconded by State Treasurer Janet Cowell, the State Board of Education voted to approve grant funding for the After-School Programs as presented. (See Attachment BSOP 2)*

***ACTION ON FIRST READING*****BSOP 3 – After-School Program Quality Improvement Grant Program – Policy Amendment  
TCS-M-003****Policy Implications:** Session Law 2015-241, SBE Policy #TCS-M-003**SBE Strategic Plan:****Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve students, parents, and educators.**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Donna Brown (Director, Program Monitoring and Support Division)**Description:**

In the fall of 2015, the North Carolina General Assembly appropriated (\$6,000,000) in state funds for the After-School Quality Improvement Grant Program to be administered by the Department of Public Instruction as part of the *After-School Quality Improvement Competitive Grants [S.L. 2015-241]*. Non-profits are encouraged to work in collaboration with local school administrative units and select a local education agency (LEA) to serve as fiscal agent for the grant.

It is recommended that the *Allotment Policy Manual* (policy link reference TCS-M-003) is revised to reflect that an LEA serving as fiscal agent is limited to receive up to (4%) of the total award for fiscal administration services.

**Recommendations:**

It is recommended that the State Board of Education approve the recommended changes to the *Allotment Policy Manual* as Action on First Reading.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn noted a thorough discussion about these policy revisions during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted to approve the recommended changes to the *Allotment Policy Manual* as presented. (See Attachment BSOP 3)*

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***ACTION*****ES&P 1 – JLEOC Annual Report on Teachers Leaving the Profession**

**Policy Implications:** General Statute §115C-12(22), 2014-15 Annual Report on Teachers Leaving the Profession

**SBE Strategic Plan:**

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

**Objective 3.1:** Increase the percentage of effective or highly effective teachers in schools with a performance composite below 60% and not meeting or exceeding academic growth.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

**Description:**

General Statute §115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. LEAs are asked to complete an annual report on the reasons teachers leave their systems, submitting data to the Department of Public Instruction. The report for the 2014-15 school year is attached.

**Recommendations:**

It is recommended that the State Board of Education accept this report.

**Discussion/Comments:**

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

*Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted to direct the Department of Public Instruction to make corrections to the Joint Legislative Education Oversight Committee's Annual Report on Teachers Leaving the Profession consistent with the State Board of Education's discussions on Wednesday. The State Superintendent is further directed to submit the final report on behalf of the State Board of Education by the statutory deadline. (See Attachment ES&P 1)*

***ACTION ON FIRST READING*****ES&P 5 – Recommendations from the Advisory Board on Requests for Exception from Teaching Licensing Requirements**

**Policy Implications:** SBE Policy #TCP-A-021, TCP-B-009

**SBE Strategic Plan:**

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

**Objective 3.1:** Increase the percentage of effective or highly effective teachers in schools with a performance composite below 60% and not meeting or exceeding academic growth.

**Presenter(s):** Dr. Olivia Oxendine (Member, State Board of Education)

**Description:**

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June 2006, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine reported that discussion and voting on this item occurred during the Board’s Closed Session on Wednesday.
- There was no further discussion.

**DISCUSSION**

**ES&P 2 – Policy Revisions: TCP-C-006 – Teacher Evaluation Policy**

**Policy Implications:** General Statute §115C-333.1(b), SBE Policy #TCP-C-006

**SBE Strategic Plan:**

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

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), and Dr. Thomas Tomberlin (Director, District Human Resources Support)

**Description:**

Teachers in North Carolina are evaluated on six standards, one of which includes the teacher’s contribution to the academic success of students. The attached provides a draft policy that would require a state or local model for the determination of student growth.

**Recommendations:**

This item is being presented for discussion by the State Board of Education.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. Dr. Oxendine explained that this item pertains to the waiver

process that has been in effect since 2013 that allows schools to request extensions from some of the state's assessments (NC Final Exams and ASW), and if they have received those waivers then they have used the schoolwide growth as the determination for Standard 6. She added that this policy rescinds that particular waiver policy.

- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2015. (See Attachment ES&P 2)

### ***DISCUSSION***

#### **ES&P 3 – Policy Revisions: TCP-C-004 – Teacher Observation Requirements**

**Policy Implications:** General Statute §115C-333.1(b), SBE Policy #TCP-C-004

#### **SBE Strategic Plan:**

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

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), and Dr. Thomas Tomberlin (Director, District Human Resources Support)

#### **Description:**

This policy revision modifies the teacher performance appraisal process to clarify teacher observation requirements and policy language to ensure alignment to statutory requirements. With the elimination of career status, and based on language in the current statute, this policy revision removes references to career status, and ties observation requirements to years of experience based on statutory expectations.

Teachers with fewer than three years of experience will continue to receive three formal observations, and a peer observation as outlined in the current statute. Teachers with more than three years of experience must be evaluated annually in accordance with one of the existing evaluation cycles, at the discretion of the local district.

#### **Recommendations:**

The State Board of Education is asked to discuss the policy revision to clarify requirements for teacher observations and ensure alignment to statutory requirements.

#### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. The purpose of this item is to align the language in this policy with statutes around the mechanism for evaluating teachers. This policy speaks to the cycles of evaluation, specific standards per cycle, and the results of those observations/evaluations with respect to performance. Dr. Oxendine also drew attention to the fact that this policy underscores that employment decisions must be based on available data and not on one particular Standard. In addition, this policy also speaks to evaluations of teachers in low-performing schools.
- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2015. (See Attachment ES&P 3)

***DISCUSSION***

**ES&P 4 – Policy Revisions: TCP-C-004 – Policy on Beginning Teacher Support Program**

**Policy Implications:** SBE Policy #TCP-C-004

**SBE Strategic Plan:**

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

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

**Description:**

Currently each LEA develops a comprehensive program for beginning teachers, which is reviewed and monitored. The plan is approved by the local board of education. The policy has been reformatted to streamline the language for clarity, separating policy language from procedural language. A handbook for procedures and best practices will now be a separate document from the policy requirements; the handbook will be available online.

**Recommendations:**

It is recommended that the State Board of Education discuss the proposed revisions to the Beginning Teacher Support Program.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine explained that this item clarifies language within the policy that essentially separates policy from procedural language. As a result, there will be a handbook for procedures and best practices, which will be used by HR directors in the LEAs on implementing the Beginning Teacher Support Program.
- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2015. (See Attachment ES&P 4)

***DISCUSSION***

**ES&P 6 – Policy on Evaluation of Charter School Educators**

**Policy Implications:** General Statute §115C-333.1(b)

**SBE Strategic Plan:**

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

**Objective 3.1:** Develop and support highly effective teachers.



**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), and Dr. Thomas Tomberlin (Director, district Human Resources Support)

**Description:**

Charter schools are not required to participate in the North Carolina Educator Evaluation System (NCEES) to the same extent as traditional public schools. The proposed policy provides guidance on the evaluation requirements for teachers in charter schools conditional on the acceptance of federal funds or state licensure requirements.

**Recommendations:**

It is recommended that the State Board of Education discuss the evaluation of charter school educators.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine explained that, according to the language in the policy, charter schools are not required to participate in the NC Educator Effectiveness Evaluation System model to the same extent as the LEAs unless they receive federal funds or participate in the Beginning teacher Support Program for purposes of converting a license to a Standard Professional I to a Standard Professional II. Dr. Oxendine explained further that charter schools that choose not to participate in the Beginning Teacher Support Program, must notify their prospective teachers in advance that they are not participating in that program.
- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2015. (See Attachment ES&P 6)

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT**  
(Ms. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)

***ACTION ON FIRST READING***

**HRS 1 – Revisions to Healthful Living Essential Standards**

**Policy Implications:** Senate Bill 279, SBE Policy #GCS-F-007

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 4:** Decrease school violence and crimes in school.

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

**Description:**

The North Carolina General Assembly ratified SB279 an act amending the professional counselors act to modify educational qualifications for the practice of counseling and to require local boards of education to address sex trafficking prevention and awareness.

This bill requires additional information in the original Healthy Youth Act regarding reproductive Health and Safety, specifically: Teaches about sex trafficking prevention and awareness. Additionally, (1) LEAs shall collaborate with a diverse group of outside consultants where practical, including law enforcement with expertise in sex trafficking prevention education, to address the threats of sex trafficking, and (2) Collaborate with a diverse group of outside consultants, including law enforcement with expertise in sex trafficking, on a referral protocol for high-risk pupils and minors.

**Recommendations:**

State Board of Education members are asked to continue implementation of created protocols.

**Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting on Wednesday. These revisions are necessary to comply with HB 279, which requires the inclusion of sex trafficking in our Healthful Living Essential Standards.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the implementation of created protocols. (See Attachment HRS 1)*

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT  
(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

***ACTION***

**SLA 1 – Approval of Alternative Schools Accountability Model**

**Policy Implications:** SBE Policy #GCS-C-038

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the 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 progressing, 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 2015-16 school year in August. The Accountability Services staff reviewed the requests and presented a summary of the options at the October meeting for discussion, which is submitted for Action this month.

**Recommendations:**

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

**Discussion/Comments:**

- SLA Committee Chair Eric Davis explained that this item is in accordance with SBE Policy #GCS-C-038, which provides options for alternative schools for presenting their accountability models. Nine schools have submitted alternative models for the State Board's consideration and approval all of which have been reviewed by the Accountability staff and presented to the Board in October for discussion.
- There was no further discussion.

*Upon motion by Mr. Eric Davis and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the alternative accountability options as presented for alternative schools as presented. (See Attachment SLA 1)*

**NEW BUSINESS****➤ Standards Review Process****❖ Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction)**

Under New Business, SLA Committee Chair Eric Davis recognized Dr. Tiffany Perkins to provide an update on the Standards Review Process.

Using a PowerPoint presentation, Dr. Perkins provided an overview of policy implementation by the Department related to the *NC Standard Course of Study* development process, which is guided by SBE Policy #GCS-F-012 – Policy delineating the Standard Course of Study Development Process. Dr. Perkins drew attention to the Draft Standards Review Brief (located on eBoard). She highlighted the following paragraph within the brief that states, “At least once every five years, each curriculum area in the Division of Curriculum and Instruction shall convene a review committee to determine if revisions are needed in a Standard Course of Study area. By using data, research, and surveys, the committee recommends whether revisions should take place. If the committee recommends substantive revisions, the State Board of

Education shall review the recommendations and implications for textbook selection and adoption and any necessary revisions state assessments.”

Dr. Perkins shared that the Department is currently looking at the development of a data team to analyze and develop an initial draft of recommendations for the extent of revisions. The data team will be comprised of stakeholders indicated in the policy and will include an analysis of data, research, and surveys. The recommendations from the Academic Standards Review Commission will also be included in the data. Dr. Perkins shared that once a draft recommendation is developed from the data analysis, stakeholder feedback will be collected on that draft recommendation to reflect the beliefs of the stakeholder groups. The draft will be refined as needed and then presented to the State Board of Education for review, feedback, and/or approval.

In addition, Dr. Perkins also described the revision process. She noted that if substantive revisions are recommended, that would generate another process whereby a writing team would be established depending on the content area. A draft of revisions by the writing team would be submitted for public comment, which may result in further revisions. Once there is final approval by the State Board, parents, teachers and administrators would be notified about the changes. Professional development would be conducted in advance of implementing those standards so that teachers and administrators can begin to develop or adjust curriculum materials. State assessments would also need to be revised to ensure alignment.

In response to SLA Chair Eric Davis’s question about a timeline for this process, Dr. Perkins directed Board members to a brief (located on eBoard) that contains an outline of the timeline, which she briefly reviewed. Noting that staff are currently working on English Language Arts and Mathematics, Chairman Cobey asked Dr. Perkins when the process for Social Studies and Science will occur. Dr. Perkins explained that the challenge is having adopted all new standards in the same year. She explained that she is currently working with staff to determine the next content area, noting that Social Studies is likely to begin very soon. She offered to bring back a draft calendar of all content areas for the Board’s information.

Board member Olivia Oxendine asked Dr. Perkins to address (anecdotally) what staff are hearing around the state about the implementation of the English Language Arts standards, transition to instruction, etc. Dr. Perkins stated that it is important not to generalize and to wait until the data analysis team looks at the data holistically. She stated that (research supports this) that teachers are only able to tackle about 20 percent of the standards in terms of really mastering those and creating units. She elaborated briefly on why the five-to-seven-year process makes sense.

At the request of Dr. Atkinson, Teacher of the Year Keana Triplett shared that, at first when the standards were released they were very different than before, but she loved them because they challenged her as an educator to challenge her students more. She added that they make her look at her content area through the lens of all the content areas, making it much more cross curricular and diverse in the literature she teaches. Teachers are now understanding the standards more and unpacking them with the documents DPI has provided. Ms. Triplett stated that the standards are rigorous and preparing students with 21<sup>st</sup> century skills to be globally competitive; they are phenomenal.

Dr. Atkinson asked Teacher of the Year James Ford to provide his perspective about the Social Studies Standards. Similarly, Mr. Ford stated that it was about skill acquisition and the ability to understand things in pockets – such as literacy being imbedded in every aspect of every curriculum. Being able to pull from primary sources and able to use text to make arguments – those are skills that translate to every aspect of life. From that vantage point, it has practical application. He added that you find, not consensus by any stretch, from a practitioner’s standpoint there is support for those concepts. Mr. Ford stated that he believes there is

a greater need for professional development, and the implementation needs work. For what they are attempting to do and for the competencies they embody there is wide spread support, according to Mr. Ford.

Principal of the Year Steven Lassiter stated that the teachers are much more comfortable at this point with the Standards, which were a challenge at first. He added that he believes it is good that the students have that challenge and rigor with the cross curriculum connections, and that literacy is embedded in science and social studies. He stated that it is crucial to have a balance of fiction and non-fiction text. Mr. Lassiter elaborated on the need for additional professional development. A brief discussion ensued.

### ***NEW BUSINESS***

#### **➤ Update on Proof of Concept Study**

##### **❖ Dr. Tammy Howard (Director, Accountability Services)**

Using a PowerPoint presentation, Dr. Howard provide an update on the Proof of Concept Study for third grade assessment. Dr. Howard prefaced this update by making the connection to the first New Business item noting that test development does not begin until content standards are adopted. As content standards are adjusted or tweaked, the process is to go back and look at the impact on the assessments. She explained that the State Board adopted a policy on test development – SBE #GCS-A-013, and the first step is SBE adoption of content standards. If content standards change, the process begins anew.

Dr. Howard drew attention to the Board attachments, which includes the test development process, i.e., the nuts and bolts. Items are written by teachers and then reviewed by Exceptional Children experts, Limited English Proficiency experts, content experts (including NCDPI Curriculum and Instruction), Test Measurement experts, and teachers. Dr. Howard stated that it is important to note that this work takes time. She spoke briefly about the process as changes are made to the standards. Dr. Howard shared that occasionally the Department is approached by other entities and/or states that want to use our test items, noting that the College Board recently approached the Department. She noted that historically the Department has not shared its test items. A brief discussion occurred about leasing the items.

As it relates to the Interim Assessment I Update, administration concluded October 30. Dr. Howard elaborated on the timeline for teachers receiving the results, noting that the assessments are scanned and scored locally in the LEAs; theoretically, the teachers could have had the results as early as that afternoon or the next day. The Department issued a reminder that our expectation is within five days, according to Dr. Howard.

In addition Dr. Howard spoke briefly about the Local Benchmark Study. She reported that the Department has concluded surveys of the seven districts and one charter school that were interested in participating. This will take their benchmark data and compare it to their End-of-Grade results using data from 2014-15. The local benchmark assessments include: Discovery Ed, i-Ready, NWEA Map, Fountas and Pinnell Benchmark Assessment, and Schoolnet. Dr. Howard reported that the Department is continuing its conversations with an external researcher to do the analysis for two reasons – 1) capacity at a deep level, and 2) to have input on how best to proceed with the analysis to ensure that it is completed as thoroughly and technically sound as possible. The next step will be to finalize the design and gather the data.

Board member Olivia Oxendine asked if guidelines or expectations have been established related to how to use the feedback data. Dr. Howard explained that this is part of what the webinars in October were targeted to do; she elaborated briefly on using the feedback gathered. There has been positive feedback on the report design, and the Department will continue to gather feedback from principals, teachers and parents.

Dr. Howard recognized Dr. Tiffany Perkins who highlighted and talked through some of the components of the PowerPoint used during the two webinars for teachers and principals to share information on the reports and to provide guidance on how to use the data to make instructional decisions. Dr. Oxendine was interested in knowing about the participation rate. Dr. Perkins noted the request, stating that she would provide that information to Dr. Oxendine.

Vice Chairman Collins suggested that, at some point, a report be provided to the members of the Task Force. He also noted that he is still waiting on the vendor report data.

Chair Davis asked Dr. Howard to include specific comments from teachers in the districts participating in the Proof of Concept Study in the next update. In addition, he asked her to include specific feedback on the timeliness of turning the assessment results around, and how we are satisfying the statistical reliability measures that will have to be satisfied in order for these assessments to count toward summative evaluations. Dr. Howard noted the requests and stated that the survey results will also be available by December, which include comments.

### **CHAIRMAN'S REMARKS**

Under the Chairman Remarks, Chairman Cobey reported that, along with several Board members, he attended Governor McCrory's NC Works Leadership Summit in Greensboro on October 28. A number of other boards were also invited and participated – Board of Governors, Community Colleges, the Business Committee for Education, and others. He thanks those Board members who were able to clear their calendars for this event.

In addition, Chairman Cobey reported that Vice Chairman Collins, Mr. Kevin Howell and Mr. Martez Hill attended the recent NASBE Fall Conference in Baltimore. Vice Chairman Collins noted that it was also the quarterly meeting of the Governmental Affairs Committee, and they spent a lot of time talking about ESEA with respect to the leadership change with Speaker Ryan and whether the bill would be derailed or not. Mr. Collins elaborated on the expectation that there may be a vote on ESEA before the end of the year. Mr. Collins asked Mr. Hill to distribute information points to Board members and asked if any of them had relationships with members of Congress to share with them our concern that this legislation move forward.

Annually, this group recognizes one of its own who has distinguished him or herself during his or her career through outstanding public service on behalf of a state education agency and public school students. In addition, the recipient's personal and professional life should exemplify the highest moral standards. Chairman Cobey announced that Ms. Laura Crumpler is the recipient of this year's national Doug Bates Distinguished Service award. Ms. Crumpler was invited forward to receive a plaque; the presentation was photographed.

**NEW BUSINESS**

Board member Patricia Willoughby reported briefly about a recent meeting with a parent who shared her about sixth grade participation in sports, noting there were good questions raised during the meeting.

**OLD BUSINESS**

No old business was brought before the Board.

**ADJOURNMENT**

Prior to calling for a motion to adjourn, Chairman Cobey noted the upcoming Thanksgiving holiday and shared that state office will be closed on Thursday and Friday, November 26 and 27.

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Dr. Olivia Holmes Oxendine and seconded by Mr. Reggie Kenan Board members voted unanimously to adjourn the November 4 and 5, 2015, meeting of the State Board of Education.*