

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
March 1-2, 2017**

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

William Cobey, Chairman  
A.L. Collins, Vice Chairman  
Todd Chasteen  
Gregory Alcorn  
Dan Forest, Lt. Governor

Amy White  
Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Patricia Willoughby

Also present were:

Mark Johnson, State Superintendent  
Amanda Bell, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor

Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

SBE Chairman Bill Cobey called the Wednesday session of the March 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Cobey welcomed all visitors, online listeners, and Twitter followers and noted 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.

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 Simbli eBoard and had been available for Board members review. He requested a motion for approval.

**Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for March 1 and March 2, 2017.*

Chairman Cobey began the meeting in the Board Room by recognizing Mr. Cavnar for a special announcement. Mr. Cavnar shared with the Board congratulations to the Triplett family. Ms. Keana Triplett was the 2015-2016 NC Teacher of the Year and a Teacher Advisor to the Board. Ms. Triplett had a baby girl on Monday, February 27, 2017. He added that this is her third child, and that both the mother and baby are doing well.

Chairman Cobey then recognized Dr. Olivia Oxendine, as the Vice Chair of the Student Learning and Achievement Committee, in the absence of the SLA Committee Chair, Mr. Eric Davis, this month.

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

The following members were present:

Olivia Oxendine, Vice Chair	Reginald Kenan
Wayne McDevitt	Todd Chasteen
Rebecca Taylor	Amanda Bell, Local Board Member Advisor
Patricia Willoughby	Melody Chalmers, Principal of the Year Advisor
Gregory Alcorn	Bobbie Cavnar, Teacher of the Year Advisor
Amy White	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
A.L. "Buddy" Collins, Vice Chairman  
Mark Johnson, State Superintendent

SLA Committee Vice Chair Dr. Olivia Oxendine called the March 2017 Student learning and Achievement Committee meeting to order.

***ACTION***

**SLA 1 – Report to the North Carolina General Assembly: Career and College-Ready Graduates Policy Implications:** Section 10.13 of S.L. 2015-241

**SBE Strategic Goal**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
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

1. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Lisa Chapman (NC Community Colleges)

**Description:**

Section 10.13 of S.L. 2015-241, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program for implementation, beginning in the 2016-17 school year, that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners.

This program will be mandatory for high school students in their senior year who have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System will provide oversight for the program.

In working to design the program, the NCCCS and DPI are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college-ready graduate program. The team is composed of mathematics faculty, English/reading faculty, and statewide association representatives.

The team investigated programs in North Carolina as well as other states and identified four tenets essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the state-wide need.
3. The program should build on policies already in place as well as possible partnerships with work already occurring within the state.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

Wake Technical Community College was designated as the Lead College, via a competitive RFP process, to assist with coordination of community college/high school partnerships and organizing regional professional development. Nine model programs have been studied by NCCCS in 2016-2017 and have developed the draft report for the State Board of Education and State Board of Community Colleges review to submit to the Joint Legislative Education Oversight Committee by March 15, 2017.

**Recommendations:**

It is recommended that the SBE accept the report and approve its being transmitted to the General Assembly by the NC Community College System Office. The Department strongly supports a pilot year and feels areas of concern regarding the development and implementation of the final plan can be worked out in partnership with the Community College System office.

**Discussion/Comments:**

- Committee Vice Chair Dr. Olivia Oxendine recognized Dr. Tiffany Perkins to lead the discussion for this item.
- Dr. Perkins reminded the Board that last month the Board requested additional information regarding the number of students who had been served in Phase I across the State. Dr. Perkins noted that around 400 students are being served in Phase I. She added for Phases II and III data, the ACT and unweighted GPA data would be required. Dr. Perkins reported that DPI does not have this data yet. She stated that more accurate numbers would be available after the data is accessible internally. She also informed the Board that by looking at past GEARUP data, Phase II will add to the current model programs that have worked with schools in GEARUP. Dr. Perkins shared that GEARUP could provide an estimation based on previous data, and they anticipate 3700 additional students.
- Dr. Oxendine inquired about the remediation course fitting into the student's normal day. Ms. Barbitta stated that there a few different models during Phase I will be narrowing them during Phases II and III. Currently, the math offered has an embedded course within the SREB Essentials of College Mathematics and within the Advance Functions and Modeling. This course is being offered as a nine-week stand-alone elective course, as well as a sixteen-week semester long course. Ms. Barbitta stated English is only being offered as a stand-alone course. Dr. Oxendine followed-up by asking within this model of the second semester remedial course, versus the English IV, would the students no longer be exposed to British literature. Ms. Barbitta replied that is correct.
- There was no further discussion.

***ACTION ON FIRST READING***

**SLA 2 – Approval of the School Calendar for the North Carolina Residential Schools for the Deaf and Blind**

**Policy Implications:** G.S. 116C

**SBE Strategic Goal:**

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

**Objective(s):**

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
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(s):**

1. Increase the number of students who graduate from high school with post-secondary credit
2. Increase the number of teachers and students using digital learning tools

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

**Objective(s)**

1. Develop and support highly effective teachers
2. Develop and support highly effective principals

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

**Objective(s)**

2. Use Home Base as an essential resource for instructional delivery and communications with parents and students
3. Use State and federal funding according to State and federal laws and State Board of Education policies

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

1. Create and maintain a safe and respectful school environment
2. Promote healthy, active lifestyles for students
3. Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Mr. Adam Levinson (Chief of Staff) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**

The Residential Schools for the Deaf and Blind seek State Board of Education approval of the 2017-2018 academic calendar for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). Each calendar indicates the total number of days allocated for student instruction, teacher workdays, and holidays. The three school calendars are attached to this item.

**Recommendations:**

It is recommended that the North Carolina State Board of Education approve, as presented, the school calendars for the Residential Schools for the Deaf and Blind.

**Discussion/Comments:**

- Committee Vice Chair Dr. Olivia Oxendine recognized Ms. Barbria Bacon to lead the discussion for this item.
- Ms. Bacon informed the Board that these calendars follow the NC General Statute 116C. She also informed the Board that they rarely have non-instructional days mid-week because of the double transportation issue.
- Dr. Oxendine stated that this item would be voted on Thursday.
- There was no further discussion.

***DISCUSSION***  
***MOVED TO ACTION ON FIRST READ***

**SLA 3 – Council on Educational Services for Exceptional Children – Membership Vacancies**

**Policy Implications:** General Statute §115C-121.1

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

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

In accordance with State Board of Education policy, the Council has 27 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three vacancies: one (1) to represent Parents of Children with Disabilities; one (1) Local Education Agency General Education Administrator; and one (1) Charter School representative. The vacancies are due to appointment resignation, no longer eligible to represent the position, and/or term maximization. At the January meeting, the State Board of Education is asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

**Recommendations:**

The State Board of Education is asked to submit recommendations to fill the vacancies.

**Discussion/Comments:**

- SLA Committee Vice Chair Dr. Olivia Oxendine recognized Mr. Bill Hussey to present this item.
- Mr. Hussey shared with the Board that the Advisory Council has recommended the last candidate to fill the vacancy for the Advisory Council.
- Dr. Oxendine asked that this item become an Action on First Reading item to approve the one recommendation presented this month.

- Chairman Cobey approved without objection.
- There was no further discussion.

### ***DISCUSSION***

#### **SLA 4 – English Language Arts Draft Standards Revision**

**Policy Implications:** SBE#: SCOS-012

#### **SBE Strategic Goal:**

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

Objective 1.2 Graduate students prepared for post-secondary education

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Dr. Julie Joslin (Section Chief, K-12 English Language Arts Section)

#### **Description:**

In fulfillment of policy SCOS-012, a review and revision of the English Language Arts (ELA) standards has been conducted for ELA K-12. Draft One was shared with local education agencies across the state to obtain a first round of feedback. The results of the initial feedback were compiled and considered by the Writing Teams. Draft Two was completed and posted for public comment. Data from this survey were compiled and applied, and writers completed Draft Three.

Drafts One and Two are posted for reference on eBoard. Draft Three of the revised standards is presented for Discussion.

#### **Recommendations:**

It is recommended that the State Board provide feedback and input on the proposed changes and return the item for approval and action at the April 2017 State Board meeting.

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

- SLA Committee Vice Chair Dr. Olivia Oxendine recognized Dr. Marie Pitre-Martin to present this item.
- Dr. Pitre-Martin referenced last months' Issue Session on "Teaching Reading to Young Children." She said that the core of that presentation was about teaching the NC Standard Course of Study, specifically the English Language Arts Standards along with a deep discussion of instructional practices.
- Dr. Pitre-Martin noted that feedback has been gathered from across the state in producing Draft Three.
- She also reminded the Board of the distinction between "standards" and "curriculum." Standards are what we want students to know and do – it is the result that we hope to achieve in a classroom. Curriculum has to do with the instructional practices and the resources that we use; we have a clear definition for curriculum and have used it throughout the standards revision process.
- Dr. Pitre-Martin added that curriculum is determined by the Local Education Agency (LEA). She then introduced Dr. Julie Joslin to present the revision process for ELA. Mr. Collins asked Dr. Pitre-Martin if the standard revision takes into account the Commission's recommendation and if it will be pointed out going forward. Dr. Pitre-Martin replied yes, and it is listed on Attachment 5 for the Board's review.



- Dr. Joslin noted to the Board the stakeholders who responded to the Academic Standards Review Commission (ASRC). She stated that this information is a compilation of their wants and needs. She presented Draft Three and a snapshot of the work involved. Dr. Joslin recognized and thanked the members of the Data Review Committee as well as the Writing Team members for their dedication to this very important process. These members included: administrators, teachers, coaches, college professors, assistant deans of education, ELA coordinators, and ELA specialists, representing all eight regions of the State.
- Dr. Joslin reported that 9,471 educators provided feedback through surveys and focus groups.
- Dr. Joslin provided a review of the process which began with the Data Review Committee (DRC) in June 2016. Draft One was developed and went through the LEAs for review and feedback. Draft two was created and sent out in January 2017 for public comments and feedback. From this feedback, Draft Three was created in February 2017. Dr. Joslin added that 99 districts and nine charters provided feedback.
- Dr. Joslin also stated that the writers provided feedback from the Academic Standard Review Commission (ASRC). These recommendations were shared in detail, noting that when research indicated that a change was needed, a standard was revised. Dr. Joslin explained how the feedback was used and applied by the DRC and the writers. She stated that the DRC and writers found two distinct needs or wants. Dr. Joslin noted the biggest resource and professional development need was around clarification of standards and understanding of terminology. She described a new format that would address those needs. This format will be designed to describe the standard, provide clarification and include a glossary, all in one area. Dr. Oxendine asked if the bolded terms are critical to the standards and must be taught to the students. Dr. Joslin replied yes, and all of the bolded terms were requested through the data received.
- Dr. Joslin provided a detailed overview of standards, strand by strand. ELA has four strands. She noted that there were four main changes made to the writing standards. Examples were removed to be placed later in the clarification section. She stated that there were some minor word revisions for development appropriateness or clarity. She also shared detailed information about the language strand revisions. She stated that the language standard one and two were revised to include two continuums - one for grammar and one for conventions. She added that feedback indicated that teachers wanted to make sure that there would be resources and support for understanding and using the continuum.
- Dr. Joslin shared that handwriting, including cursive standards, were moved to foundational skills. Word processing was removed from cursive writing but was integrated into writing four. She added that a new handwriting standard for second grade was created.
- Standards for reading literature and informational text was also part of the reading strand. Dr. Joslin reported that reading standard ten went through the most revision. Dr. Oxendine asked with respect to the reading standard, how would a teacher know the core expectation for that standard for learning. Dr. Joslin replied that they are all tied to each other. She also stated that she hopes writers, in the clarification piece, would talk about each of those separately and talk about what the school picture would look like in the classroom and why it is important.
- Dr. Joslin shared that the majority of LEAs felt that 2018-19 would be the best implementation start date. She discussed the implementation timeline for all the stakeholders, along with the resources that would be created to support the implementation of new standards beginning August 2018.
- Ms. Willoughby commented that the presentation was a thorough process, and she was very impressed.
- Mr. Cavnar commented that there were 10,000 North Carolinian voices in these standards, and there were 9,000 teachers who were involved in this process. He stated that he loved the glossary of terms, because there are different definitions from grade to grade, and from expertise to expertise.

- Mr. McDevitt inquired about next steps in terms of professional development. He asked if there are plans for this summer and next summer. Dr. Joslin answered that the first step will be to write the clarification and glossary items which will be critical. She added that according to the timeline, DPI will be rolling out and discussing the clarification and glossary section next fall. Dr. Joslin also stated that DPI will create an implementation kit for districts that will include not only clarification, glossary, and lessons, but also support documents so teachers and educators will understand how to use the continuums. Mr. McDevitt noted that this process occurs every five years. He asked if we have the means to make a mid-cycle change, if it elevates to the level that it should be changed for the process in general. Dr. Perkins replied yes, that DPI follows the SBE policy around revisions, and there are occasions when review cycles are needed. Dr. Perkins added that we have to review everything.
- Chairman Cobey thanked Dr. Pitre-Martin for clarifying the difference in standards and curriculum. Chairman Cobey shared when he was on the Commission, there was much confusion about the difference in standards and curriculum. He added that this information should be mentioned every time. Chairman Cobey also asked about the meaning of informational text, and if it will be clearly defined in the glossary and/or clarification. Dr. Perkins responded, most definitely. Chairman Cobey added that it will be clear that we are talking mainly about non-fiction. Dr. Perkins replied yes.
- Mr. Collins asked both of the Commission members present to share their level of satisfaction with these revisions as it relates to findings of the Commission. He asked if they could respond with the issue on whether this solves the Common Core debate with respect to English or not. Chairman Cobey responded that he likes the process and that it is thorough. Chairman Cobey stated that what he does see is major revision that fits North Carolina, and not something that is passed down on high, which was the main concern. Chairman Cobey added that he is very encouraged by this direction, and yet, understands that there are individuals who have emotional issues with Common Core. Dr. Oxendine thanked the Language Arts Section for the hard work invested in this revision process. Dr. Oxendine stated that these standards have been worked enough that we can call them NC Standards. Dr. Oxendine also stated that she has been opposed to the Common Core state standard but is aware of the efforts to do away with them. Dr. Oxendine concluded by stating that the Board will continue working, revising, and getting them right.
- Dr. Oxendine made a clarification on attachment five regarding the statement from the Academic Standards Review Commission saying that, the ELA team must have said something about the narrative writing not being appropriate for high school students. Dr. Oxendine asked staff to look into fourth grade students and assessments. Dr. Joslin said that they would look into this concern. Mr. McDevitt added to his previous comment that during the roll-out it is important that everyone understand what these mean. Mr. McDevitt gave a very compelling example from a parent of a first grader responding to this test question, “Demonstrate command on the conventions of standard English grammar when writing and speaking.” Mr. Cavnar asked if the final exams reflect all of these standards and changes the year it rolls out. Dr. Perkins replied that having a year to install before implementation would allow for the assessment development process to make sure the year 2018-19, assessments would be aligned.

## **NEW BUSINESS**

- **NC Check-Ins Update**
  - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Howard reminded Board members that the pilot was originally 2015-16. She explained that this year DPI again administered it to a randomized sample in order to make comparisons, but NC Check-Ins was also opened to volunteers across the State so more stakeholders could have exposure to NC Check-Ins and provide input.

Dr. Howard discussed the testing windows beginning with NC Check-Ins 1, which begin in October 17, 2016 – November 16, 2016. She noted that this testing window was extended to accommodate schools affected by Hurricane Matthew. Dr. Howard stated that NC Check-Ins 2 was January 2–31. She shared the third NC Check-Ins began on March 1–31, 2017. Today’s report is primarily about NC Check-Ins 1 and NC Check-In 2. She referenced Grade 5 mathematics and Grade 6 English Language Arts/Reading and the number of items and types of items that are on each of the assessments. Dr. Howard noted that there was one difference between the math and English Language arts/reading. Math is concrete sequential, and each interim assesses different content standards and builds through the course of the year; English language arts/reading is spiraled standard and assesses the same standards each administration.

Dr. Howard informed the Board that reliabilities are looked at when considering assessments. She stated the factors that have an impact on reliabilities (ratio of true score variance divided by observed score variance.) Dr. Howard reported that DPI was very pleased to see the Grade 5 mathematics, both for NC Check-In 1 and NC Check-In 2, to be as high as they were. Grade 6 ELA/Reading was lower due to the types of items and the number of items on the two different assessments.

Ms. Willoughby asked if this discrepancy is because it is grades five and six and, moving forward, would that discrepancy narrow. Dr. Howard responded that typically reliabilities do not vary across grade levels. It is a test construction issue and trying to ensure that those items report information that is reliable. Dr. Howard stated that she would look at it further with the test development team and share back. Mr. Collins asked about the impact of these high reliabilities on the end-of-grade test and whether the NC Check-Ins could eliminate some or reduce the number of tests. Dr. Howard stated that DPI has been approached by the National Center for Assessment to study, at no cost to the State, the 2015-16 Proof of Concept data and to provide feedback on what would be required to meet the technical standards of a summative assessment. Dr. Howard also stated that much of the feedback from educators is to keep the NC Check-Ins at the classroom level as a formative instrument where it is not associated with the high stakes testing. Mr. Collins reminded the Board that one of NC Check-Ins was to see if the State could eliminate the multiplicity of different tests in different districts and standardize them in a way that give flexibility to the districts if they needed to respond. He added that mathematics always has the bigger prospect of that, because math is taught in discrete sections.

Mr. Collins also asked about the response of the districts with respect to the Check-Ins replacing their favorite interim assessment. Dr. Howard noted the question on the survey: – Was a local benchmark assessment administered this fall? She stated the question specified whether a local benchmark assessment was administered before or after the NC Check-Ins, and though most participating schools are not administering an additional benchmark, some continue to do so. Dr. Howard added that DPI is hoping to have a study on the local benchmarks in April.

Dr. Howard discussed the turnaround of the assessment reports and noted that the turnaround should be within one week. DPI is working towards having the reports on an on-line system over the next eighteen months.

Dr. Howard said that DPI would like to begin arranging for teachers to have conversations about the specifications for Check-Ins if they were continued for the 2017-18 school year. Also, if there were plans to expand, how would that happen over the next couple of years. Dr. Howard presented a proposal for 2017-18: ELA/Reading to add grades five and seven and for mathematics to add grades four and six and for 2018-19: ELA/Reading to add grades four and eight, for mathematics add grades three and seven.

Dr. Howard stated that DPI would like some indication regarding convening teachers to provide input on the specifications for the NC Check-Ins measures for 2017-18.

Mr. McDevitt encouraged Dr. Howard to continue in this direction Mr. Collins shared that he remains a fan of what Dr. Howard is doing, but would like for it to be completed quicker. Mr. Collins reminded the Board that teachers need this feedback as quickly as they can get it, so that they can change their teaching methods, therefore, changing the learning trajectory of students. He also stated another important tool is the mobility of our students. If we have reliable standard interim assessments, then a child that moves from one school to another will no longer be moving in a way that the teacher receiving that student does not have adequate information to know where that child is. Mr. Collins asked, as a Board, what is the end game? Is it just an interim solution, is it really a three-course solution, or some combination of that, or will the Board be in a situation where we say to all the districts, that you must use NC Check-Ins and cannot use other assessments. Mr. Collins added that the quicker the Board makes those decisions, the better it is going to be. Dr. Oxendine asked if DPI will be getting some feedback from principals. Dr. Howard responded that the team will provide a survey instrument for principals. Dr. Oxendine also asked if the State expand, what kind of impact will that have on staffing, costs, and regional testing coordinators. Dr. Howard stated that capacity and costs were included in the budget request to the General Assembly. Dr. Howard also added that there is the possibility of putting NC Check-Ins on-line next year. Ms. Willoughby asked if Dr. Howard had heard from the State Superintendent who has begun his listening tour, and whether he has gotten any feedback about this, or if he is specifically asking questions about this issue. Ms. Willoughby asked Dr. Howard what she needs from the Board. She asked Dr. Howard if she could come back with six requests from the Board. Dr. Howard replied that she had not heard any specific feedback from Superintendent Johnson, but the information had been shared so Superintendent Johnson would be aware as he met with educators across the state.

- **Every Student Succeeds Act (ESSA) Update**
  - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
  - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Fabrizio presented the monthly update on ESSA. He stated previously that all states must submit a set of assurances to the U.S. Department of Education by April 3, 2017.

Dr. Fabrizio reported that Ms. Betsy DeVos, U.S. Secretary of Education, was confirmed. He talked about the Congressional Review Act (CRA). The House of Representatives passed two resolutions: 1) to repeal ESSA State Plans and Accountability Regulations and 2) to repeal Title II Teacher Preparation Regulations. Dr. Fabrizio stated that the Senate is expected to pass resolutions as well. Then it goes to the

President to sign. Dr. Fabrizio stated that a copy of the letter from Secretary DeVos, February 10, 2017, can be found on eBoard. He informed the Board that one of the sentences reads, “I am writing today to assure you that I fully intend to implement and enforce the statutory requirements of ESSA.” Dr. Fabrizio reported that the Secretary also says that she will ask states to continue to submit their plans either by April 3, 2017, or by September 18, 2017. He also reported that the Secretary mentioned that states must provide only materials “absolutely necessary” for consideration in their state plan. The Secretary hopes to have the revised state plan template out to the states by March 13, 2017.

Dr. Howard reminded the Board that the Testing Advisory Board met on February 16 to discuss the accountability model for ESSA. Dr. Howard reviewed the proposed models for high schools, middle schools, and elementary schools, highlighting the input on growth and the required assessments. Also discussed was the requirement for reporting the four-year cohort graduation rate, with an option to include additional cohort graduation rate years and the requirement to report English Language learners’ progress in meeting English language proficiency.

With respect to School Quality or Student Success, Dr. Howard discussed the feedback on student surveys and reporting student participation in extra-curricular activities. Clarifying that student surveys do not measure how effective a teacher is, Dr. Howard noted that the student survey is reporting on school climate. She also noted that the extra-curricular activities discussion was related to what the opportunities for students to participate in activities outside of the classroom. As with all the measures used for School Quality or Student Success, Dr. Howard noted that this information must be tagged by student and differentiate across schools. The idea is to incentivize schools to provide activities and to engage all students, not just a percentage of students. Ms. Willoughby asked if this would be the place to make the graduation project an option. Dr. Howard replied that this Board may have the authority to do that. Dr. Howard stated that DPI would need to receive a list of these extra-curricular activities and sports and the Board would approve the list.

Ms. Bell commented that if districts were surveyed, the results would show that many of the districts never removed the graduation project. She added that it is just not a requirement.

Dr. Howard added that student surveys would have to be piloted and developed, which will take some time. Dr. Howard proposed stating in the ESSA plan that the 2017-18 school year would be a pilot year for both student surveys and extra-curricular activity data collection. This would provide data for the Board to consider before including them as operational indicators in the 2018-19 school year. If implemented, Dr. Howard noted that for the 2017-18 school year the only school quality or student success indicator would be science for elementary and middle schools.

Dr. Howard shared with the Board that the State continues to get feedback from various stakeholders on double testing at grade 8. Dr. Howard spoke with Ms. Sneha Shah-Coltrane, who shared the results of the academically gifted community’s survey of parents of academically gifted students. These parents are supportive of only requiring students to take the NC Math 1 in grade eight, which would require them to take a higher math assessment in high school to meet federal requirements. Also, Dr. Howard reported for Ms. Shah-Coltrane that from her discussions with academically-gifted coordinators from across the State, there is support for eliminating double-testing. Dr. Howard also had conversations with Dr. Perkins and Ms. Shah-Coltrane that this might possibly create some gaps in the standards for those students, because they may not receive instruction on all of the grade 8 mathematics content standards. Dr. Howard reported that Ms. Shah-Coltrane and Dr. Perkins have discussed that if double-testing is eliminated, it may

be doable to provide a framework compacted content standards for seventh and eighth grade mathematics so districts will ensure these students do not miss any of the standards that may subsequently impact their math progression.

Dr. Howard presented the recommendation to proceed with the proposed policy to allow students who take NC Math 1 in grade eight take only the NC Math 1 end-of-course test, but would not take the grade eight mathematics end-of-grade, as currently required. If the Board should approve, then DPI would come back for discussion in April with an action in May. Dr. Oxendine asked if we currently have an NC Math 2 assessment. Dr. Howard replied that we have an NC Math 2 NC Final Exam, but added that it does meet the requirement of having achievement levels and it would have to be revised as an end-of-course test to be used for federal accountability for this purpose.

Mr. McDevitt commended this process over the last year. He added that this has not been an isolated process but has been integrated into the larger picture. Mr. McDevitt stated that we have our Strategic Plan, and this process fits with our Whole Child Model. Mr. McDevitt shared that ESSA provides an opportunity to be strategic about a lot of things, such as SBE budget request, legislative agenda and the Board's own policies.

## **ADJOURNMENT**

Indicating no other business, SLA Committee Vice Chair Dr. Oxendine adjourned the March 2017 SLA Committee meeting.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

The following members were present:

Rebecca Taylor, Chair	Todd Chasteen
Wayne McDevitt, Vice Chair	Gregory Alcorn
Reginald Kenan	Amanda Bell, Local Board Member Advisor
Olivia Oxendine	Melody Chalmers, Principal of the Year Advisor
Patricia Willoughby	Bobbie Cavnar, Teacher of the Year Advisor
Amy White	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	Dan Forest, Lt. Governor

EICS Committee Chair Rebecca Taylor called the March 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

***ACTION***

**EICS 1 – 2017 Renewal Recommendation for Carter G. Woodson Charter School**  
**Policy Implications:** General Statute §115C-218; SBE Policy CHTR-007

**SBE Strategic Goal:**

- Goal 1:** Every student has a personalized education
- Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

To receive a recommendation for renewal, the school must meet the requirements outlined in GS 115C-218 which states:

- (a) The State Board of Education shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards.
- (b) The State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of 10 years, unless one of the following applies:

- (1) The charter school has not provided financially sound audits for the immediately preceding three years.
- (2) The charter school's student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
- (3) The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

If one of the conditions set forth in subdivisions (1) through (3) of this subsection applies, then the State Board may renew the charter for a period of less than ten years or not renew the charter."

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy CHTR-007, Carter G. Woodson Charter School requested renewal of their charters that will expire June 30, 2017: The school was given an initial recommendation for a (3) three-year charter renewal. However, the State Board of Education elected to delay the renewal decision to allow time for further review.

**Recommendations:**

The Charter Schools Advisory Board recommends that Carter G. Woodson Charter School be granted a three (3) year renewal term to begin July 1, 2017.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor reminded the Board that this item was an action agenda item in February, and that the Board agreed to delay the decision this month. Ms. Taylor recognized Mr. Dave Machado to give a recap on this item for the Board.
- Mr. Machado stated that the Charter School Advisory Board recommended Carter G. Woodson for a three-year renewal based on the rubric that was adopted by the CSAB and statute, which states the charter school must be comparable to the local LEA.
- Mr. Collins advised the Board that the CSAB and charter school staff have applied the rubric correctly; when schools serve a low-performing population, they will have a much harder time meeting that rubric than the rest of the schools. Mr. Collins added that Carter G. Woodson has existed in Winston-Salem for over twenty years, and has an established board. Mr. Collins mentioned that during his visit there, they shared that last year the school graduated twenty students (nineteen went to college and one went into the military). He noted that he was familiar with the neighborhood where the school is located, which includes Easton Elementary and Forest Park Elementary which were challenging schools in the district. Mr. Collins also noted that the problem we have with at-risk school and comparing the results to the LEA is that we do not always get the full picture. He indicated that he does not know what the Board can do about it within this context. Mr. Collins stated that after



talking with Ms. Taylor, Mr. Machado and his staff have developed an alternate recommendation which was similarly adopted by the Board for another charter school during its renewal period. He added that perhaps the Board needs to consider making a future policy recommendation. Mr. Collins stated an alternate motion. Since the charter school was not comparable to its' LEA, but did meet or exceed growth in the last three years, the Board could provide the opportunity for them that if they obtained comparability to the LEA and exceeds growth for both the 2016-17 and 2017-18 school years, and submit all required documentation by the SBE, the charter term could become a 10-year charter. Mr. Collins stated that if they achieve the stipulations then Carter G. Woodson knows it could get a longer charter term. He reminded the Board that on another occasion, there was a seven-year charter to which a school objected, and that school did not get a ten-year charter. Mr. Collins added that on Thursday that this would be his motion. He concluded that this gives Carter G. Woodson the encouragement they need to reach the goals that the Board aspires of them. Mr. Machado added that the school is in compliance financially and in governance.

***ACTION***

**EICS 2 – 2017 Renewal Recommendation for Kestrel Heights Charter School**

**Policy Implications:** General Statute §115C-218; SBE Policy TCS-U-007

**SBE Strategic Goal:**

- Goal 1:** Every student has a personalized education
- Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy CHTR-007, Kestrel Heights is requesting renewal of its charters that will expire June 30, 2017.

**Background:**

At the regularly-scheduled State Board of Education (SBE) meeting on February 6, 2014, the SBE approved a recommendation from the Charter Schools Advisory Board that Kestrel Heights Charter School receive a five-year renewal if the school remained compliant in all areas through June 30, 2014. The recommendation also stated that if the charter school was not compliant, the renewal term would be reduced from five (5) to three (3) years. During the term of the five (5) year renewal cycle, the Office of

Charter Schools discovered governance concerns and issued a Cautionary Status letter to Kestrel Heights informing the board that the renewal was being reduced to three years. Subsequently, Kestrel Heights was granted a three (3) year charter renewal in 2014 to be renewed again during the 2017 renewal year.

**2017 Renewal Activity:**

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms and a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. During the completion of this process, discrepancies of academic transcripts of graduated seniors of Kestrel Heights was reported by Kestrel Heights to the OCS. As a result, Kestrel Heights Charter School’s renewal recommendation was delayed pending further investigation. On January 11, 2017, after further investigation, the Charter School Advisory Board (CSAB) made the following recommendation:

Kestrel Heights charter be renewed for a period of three years with five (5) stipulations:

1. Effective July 1, 2017, the charter is amended to the grades served on grades Kindergarten through eighth grade.
2. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future Ready Core diploma, and that the remedy may not be a Kestrel Heights designated diploma monthly report.
3. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report to the Office of Charter Schools of those efforts and the results of those efforts.
4. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
5. Kestrel Heights must agree to no grade expansion to high school for its charter term.

**Recommendations:**

It is recommended that the State Board of Education approve the renewal recommendation of the Charter School Advisory Board.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor reminded the Board that last month the Board postponed voting any on this item until March to take additional time to consider the significant amount of information regarding the school that was provided by both the school leaders, students, parents and the public. Ms. Taylor recognized Mr. Dave Machado to provide background on the school.
- Mr. Machado noted the timeline for the Kestrel Heights situation which began in October 2016, with receipt of a letter from the Kestrel Heights attorney, stating that a material error occurred regarding graduation requirements for twenty-two of seventy-one graduating seniors.

- In November 2016, Kestrel Heights Board and administration met with the Office of Charter School and DPI staff to explain the situation and their plan for correction. In December, Kestrel Heights Board and administration appeared before the CSAB.
- Mr. Machado stated that, from this point, the CSAB made the following motion. The First motion made and seconded was to reconsider the previous motion to recommend a ten-year charter renewal pending financial review. He added that the new motion was made and seconded stating Kestrel Heights would conduct a full investigation and write a report of what caused the issue and the steps taken to rectify the issue from 2008 to current. The report needed to include, but not be limited to, transcripts, letters, notes and other relevant items, and completed and submitted by January 3, 2017, for review at the regular scheduled January CSAB meeting.
- Mr. Machado stated that Kestrel Heights was immediately placed on governance non-compliance and was to notify the Office of Charter Schools of the employees in question, and if these individuals held licenses. He stated until further recommendation from the CSAB, the SBE did not consider the renewal request from Kestrel Heights, and referred the case to the District Attorney of Durham County to determine if any criminal investigation was warranted.
- Upon further investigation, it showed that 160 of the 399 graduates from 2008-2016 did not meet NC graduation requirements. He stated that in January, the CSAB made the following recommendation:

Kestrel Heights charter be renewed for a period of three years with five (5) stipulations:

1. Effective July 1, 2017, the charter is amended to the grades served on grades Kindergarten through eighth grade.
2. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future-Ready Core diploma, and that the remedy may not be a Kestrel Heights designated diploma monthly report.
3. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report to the Office of Charter Schools of those efforts and the results of those efforts.
4. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
5. Kestrel Heights must agree to no grade expansion to high school for its charter term.

- Ms. Taylor opened the floor for further discussion. Mr. Alcorn asked if stipulation number two could be quantified on what Kestrel Heights will need to go through on providing the remedies. Specifically, was there a dollar amount associated with stipulation two? Mr. Machado stated that it would be difficult to associate a dollar amount. Mr. Machado added that some of the courses could be taught at Kestrel Heights or the students could be required to take a test to show mastery or courses could be taken at a community college.
- Ms. Taylor emphasized that this issue occurred over several years, and some of the students may be working full-time, in college, and married with families. She stated that those students probably will not be able to go back and the take high school courses. Mr. Alcorn inquired about Kestrel Heights providing monthly reports. Mr. Machado responded that Kestrel Heights must provide monthly reports, and another stipulation was that one of the remedies could not be a Kestrel Heights Diploma.

- Ms. Taylor noted that there were several supporting documents on eBoard for the Board's review.
- Ms. Taylor asked about the process the CSAB used to arrive at the recommendation. Mr. Machado responded that the process was an agonizing discussion over multiple days, and that numerous remedies were discussed. Finally, the entire CSAB arrived at the before-mentioned renewal recommendation with stipulations. Ms. Taylor stated that it boiled down to an accountability issue of a school that did not follow the rules.
- Mr. Collins asked how many students were affected by closing the high school. How many students are currently in the high school or are eighth graders going to high school? Mr. Machado replied that he estimated that the high school population was around 350 students. Mr. Machado also stated that there were 75-100 eighth graders currently enrolled in the high school.
- Mr. McDevitt asked when the issue was discovered and the sequence of events. Mr. Machado replied that the school discovered the issue at their graduation last June. Subsequently, it was brought to the directors' attention that a student may not have taken a particular class and that DPI was notified in October. Mr. Machado added that they did not discover that the issue encompassed the eight-year span until they did a thorough investigation based on CSAB's directive. Mr. McDevitt asked what had been done by Kestrel to remedy the situation and to establish controls moving forward. Mr. Machado stated that Kestrel Heights has put in controls as far as their guidance counselor meeting with their high school principal and executive director to review course sequences from ninth grade through twelfth grade. They had scheduled senior meetings several times during their junior and senior year. Mr. Machado stated that Kestrel came up with a corrective action plan to communicate the issue with their students. Mr. Machado also stated that some of the issues can be remedied by taking community colleges courses and/or taking the test on mastery. Ms. Bell inquired about the school offering up to \$500 to take the needed courses. She asked specifically on the funding allotment to cover the expense. Mr. Machado replied that it would most likely come from the school's per pupil allotment from the State. Ms. Willoughby asked how the State Board could have confidence in Kestrel's K-8 procedures, processes and requirements. Mr. Machado stated that Kestrel Heights began as a middle school, therefore, has a track record of doing a good job for middle school. He also stated that the administrators who were in charge of the high school were no longer employed. Additionally, Mr. Machado stated that Kestrel's elementary school had been performing well. Ms. Willoughby asked if the same administrators were responsible for K-8 as for the high school during the course of the problems. Mr. Machado stated no, the people who are no longer with the school were not in charge of the K-8; however, Dr. Tracy, the Executive Director has been employed the last three (3) years.
- Ms. White inquired about Kestrel Height's End-of-Grade and End-of Course performance and asked Mr. Machado to explain more about their track record. Mr. Machado stated that he did not have the performance data in front of him; however, DPI had concerns specifically about the high school performance, only academic performance but the governance performance as well. He added that he could look up the academic information and report back to the Board. Ms. White stated that you would think that the State would be working to make sure that Kestrel Heights was delivering the proper standards to make sure the students were adequately prepared to be successful as a freshman, sophomore, junior, and senior.
- Mr. Collins asked if this occurrence was intentional or neglectful. Mr. Machado replied that from their investigation and conversation, that OCS did not believe it was intentional, but was incompetence. Mr. Collins followed-up with inquiring about the number of personnel that would be responsible for the incompetence. Mr. Machado believes it was both. The guidance counselor, the high school administrator, who are both no longer with the school, and the executive director who is in his third year with the school. Mr. Collins asked if it was a failure to understand the requirements or was it a failure of the following the appropriate process. Mr. Machado answered that he believed it was both.

The guidance counselor admitted that she did not totally understand the articulation between community school courses and what meets the high school requirement. He also stated that the system they used to enter students' schedules, grades and high school requirements into Power School was done incorrectly.

- Ms. White asked who discovered this issue at Kestrel Heights. Mr. Machado stated that the problem was elevated to the upper school principal by someone on staff. Ms. White also asked if there are still people at Kestrel Heights when this was going on, like teachers, who may have worked with the students. Mr. Machado stated that there has not been much turnover with teachers, and that the majority of those teachers are still there. He added that the middle school administrator is now the high school administrator. Ms. White inquired whether the administration and Board for Kestrel had come forth with a comprehensive action plan detailing how the problem would be rectified. Mr. Machado responded that they initially came up with a plan and OCS was not in a position to outline if the course of action developed was appropriate for this situation since Kestrel had violated its approved charter.
- There was further discussion from Dr. Oxendine and Chairman Cobey regarding transcripts to colleges. Chairman Cobey stated for clarification that there was no fraud on the transcripts. Ms. White asked if the Board would feel more comfortable with a one-year renewal versus a three-year renewal. Mr. Machado responded that a one-year renewal would make it difficult for the school to do long-range planning. He added that was why the CSAB recommended the three-year renewal so they would have the opportunity to correct their issues.
- Ms. Taylor asked if the Kestrel board had changed in the last five years. Mr. Machado stated the board for Kestrel had not changed much. Mr. Chasteen asked if the errors made by the school all related to articulation of the two English classes with Durham Technical Community College, or were there all kinds of errors. Mr. Machado replied that there was a wide variety of issues. He provided examples of the discrepancy such as when students went from taking U.S. History to American History I, and American History II. He noted that a lot of students did not take American History II. Mr. Machado added that the majority were American History-related or courses that were taken at the community college.
- Ms. Bell asked when charter schools are found to be non-compliant if they were ever placed on probation. Mr. Machado stated yes, and added that when schools are placed on governance non-compliance, this has implications to their funding streams. Ms. Taylor asked if Kestrel Heights had any history of being in non-compliant or on probationary status. Mr. Machado replied no, and that they have been relatively compliant.

## ***DISCUSSION***

### **EICS 3 – New Policy Recommendation for Charter Schools to Receive Alternative School Status**

**Policy Implications:** SBE Policy #: TCS-U-011, GCS-Q-001

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

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The Charter Schools Advisory Board (CSAB) recommends that the State Board of Education adopt a new policy for charter schools to receive alternative status. In 2009, the SBE eliminated its policy for a Charter School to be Designated as an Alternative Charter School (TCS-U-011). While TCS-U-011 was eliminated, the board has a Policy Regarding Dropout Prevention and Students At-Risk (GCS-Q-001) which provides a provision for charter schools to receive alternative status if meeting certain requirements. Currently, the criteria of GSC-Q-001 proves problematic for charter schools seeking this status as its licensure status requirements conflict with the 50% requirement outlined in the charter statute.

At its October 2016 - January 2017 meetings, the CSAB deliberated and determined a specific policy for charter schools is needed when determining alternative status for charter schools. The attached draft policy reflects the CSAB recommendation based on feedback from various stakeholders including the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor informed the Board that DPI updated the policy for charter schools to receive alternative status, allowing schools to provide an alternative to students who are high school dropouts or in programs where they are receiving help in a juvenile facility.
- No further comments were made.

This item was presented for Discussion during the March State Board of Education meeting and returns for Action in April 2016. (See attachment EICS 3)

*DISCUSSION*

*MOVED TO ACTION ON FIRST READING*

**EICS 4 – Recommendation to the SBE Adjusting the Charter School Application Timeline and Process**

**Policy Implications:**

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Per State Board of Education (SBE) Policy CHTR-12, the SBE must approve the charter school application process and timeline prior to each application round. The SBE established and adopted the timeline and process for the 2016 application round on May 5, 2016, (see attached) and the Charter School Advisory Board (CSAB) now recommends to the SBE adjustments to the established process. Specifically, the CSAB makes the following two (2) recommendations to the SBE on its process in considering applications for new charter schools:

1. Prior to denying any charter school application that received a majority vote to approve by the CSAB, the SBE will return the application to the CSAB for further review before denial on second reading.
2. The CSAB shall complete its recommendations to the SBE on charter school applications by its April meeting each year. The CSAB will present its recommendations to the SBE at the May SBE meeting for discussion. The SBE will approve or deny all charter school applications by its June meeting each year, except those applications returned to the CSAB for further consideration under part one of this recommendation, which the SBE will approve or deny by its August meeting each year.

**Recommendations:**

The CSAB recommends that the State Board of Education approve its recommendation on adjusting the procedural process on approving applications.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor stated that the Board had a healthy discussion on this item last month, and were all in agreement that the Board needs to make some changes.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

This item was presented for Discussion during the March State Board of Education meeting and moved to Action on First Reading. (See attachment EICS 4)

***DISCUSSION***

**EICS 5 – Submission of Restart Applications**

**Policy Implications:**

**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 post-secondary 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 post-secondary 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. Nancy Barbour (Director, District and School Transformation)

**Description:**

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the April State Board Meeting. Applications Submitted for Approval:

**Bertie County Schools**

1. Bertie High School

**Weldon City Schools**

1. Weldon Elementary Global Academy
2. Weldon Stem High School Career Academies

**Johnston County Schools**

1. Cooper Elementary
2. North Johnston Middle

**Northampton County Schools**

1. Northampton County High

**Iredell-Statesville Public Schools**

1. NB Mills School
2. Statesville Middle School
3. Troutman Middle School
4. Statesville High School

**Halifax County Schools**

1. Davie Middle School
2. Northwest High School
3. Scotland Neck Elementary School
4. Everetts Elementary School

**Recommendations:**

It is recommended that the State Board review and discuss these applications.

**Discussion/Comments:**



- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour stated that DPI has sixteen applications for the reform model application que. All sixteen applications request a re-start model beginning in the 2017-18 school year. Some of them include a planning year for 2017-18, and some are interested in implementation for 2017-18.
- She reminded the Board last year that a timeline was developed for accepting applications for the Board's discussion in March and action in April. Dr. Barbour noted that, since then, superintendents have requested that a rolling submission process for the application take place.
- Dr. Barbour stated that DPI will accept applications, read them, and then make recommendations to the Board for approval on-going. She added that she expects that DPI will be presenting these items on a regular basis.
- Ms. Taylor stated that the purpose of the rolling submission is to help with the number of applications, and as soon as they find out, they need to start planning. Dr. Barbour replied yes, and added that DPI is trying to pace this so that DPI can read the school plans and then read applications for restart models or any other of the three models, while checking for alignment between their improvement plan and the model that they are requesting. School systems have asked if DPI could try to accept them as written, and get feedback to them in a timely manner. Dr. Barbour added DPI will try to manage both.
- Dr. Barbour stated that DPI is simply reading them to make sure that, if there are any questions about the models, DPI can answer those questions prior to bringing them to the Board for approval.
- Dr. Oxendine asked how long school remains in restart mode. Dr. Barbour responded that an annual check-in or summary is submitted to DPI in December and things are going well, and that year to year summary would allow a continued restart. She pointed out that one school system requested an additional year of planning because of the impact of Hurricane Matthew.
- Chairman Cobey stated that this restart model has an interesting history. Chairman Cobey shared that when the cap on charter schools was removed, this became part of the legislation. He also stated that this could be characterized as charter-like. He stated that it has to be a low-achieving school, but, even when they start improving and are no longer a low-achieving school, they can maintain the same way of delivering education in that school. Chairman Cobey added that it really gives them an opportunity and was great that they discovered it. Chairman Cobey noted that it is a movement with wings. Dr. Barbour shared that once these are approved, the State will have a total of forty schools statewide, and roughly fifteen school districts.
- No additional comments were made.

This item is submitted for Discussion during the March 2017 State Board of Education meeting and will return for Action in April. (See Attachment EICS 5)

***DISCUSSION***

***MOVED TO ACTION ON FIRST READING***

**EICS 6 – Coastal Preparatory Academy’s Amendment Request to Amend its First-Year Enrollment Projection**

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Description:**

Coastal Preparatory Academy, (CPA; New Hanover County) requests that the State Board of Education (SBE) allow it to open with grades K-6 instead of grades K-5, as originally indicated in the application. In August 2015, the SBE granted final approval to CPA to open in August 2016. In April 2016, the SBE granted a one-year delay in opening for CPA at the CPA board’s request.

In a January 2017 letter to the Office of Charter Schools, the nonprofit board that oversees CPA stated that it wishes to open with grades K-6 instead of K-5 because of the demand that it has received for sixth grade and because its facility affords it the ability to accommodate sixth grade. The board’s request letter, which is included as an attachment, outlines this request.

CPA’s original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year: 2016-17	K,01,02,03,04,05	396
Second Year: 2017-18	K,01,02,03,04,05,06	490
Third Year: 2018-19	K,01,02,03,04,05,06,07	587
Fourth Year: 2019-20	K,01,02,03,04,05,06,07,08	684
Fifth Year: 2020-21	K,01,02,03,04,05,06,07,08	731

CPA’s requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year: 2017-18	K,01,02,03,04,05,06	490
Second Year: 2018-19	K,01,02,03,04,05,06,07	587
Third Year: 2019-20	K,01,02,03,04,05,06,07,08	684
Fourth Year: 2020-21	K,01,02,03,04,05,06,07,08	731

Note: Since CPA was delayed in opening by one school year, and since that year will count as a year of the signed charter agreement, the school will only serve students for four years of its initial five-year charter.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this request for Coastal Preparatory Academy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that this school is in its' delayed year. She shared that the first request was to use its year-two enrollment. The second request was to partner with Team CFA, and because of this partnership, a name change is required, along with some curriculum changes. Dr. Townsend-Smith added that there were no concerns with the requests.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

This item is submitted for Discussion during the March 2017 State Board of Education meeting and moved to Action on First Reading. (See Attachment EICS 6)

***DISCUSSION***

***MOVED TO ACTION ON FIRST READING***

**EICS 7 – Coastal Preparatory Academy’s Amendment Request to Amend its Charter**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

State Board of Education policy CHTR-014 provides existing charter schools a framework to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. This proposed amendment -- becoming part of TEAM CFA -- has been historically brought before the State Board and Costal Preparatory Academy now seeks that same consideration.

Costal Preparatory Academy (New Hanover County) will open as a charter school in fall of 2017. The school is requesting to modify the school's name and curriculum. These changes are due to the partnering with the Challenge Foundation Academy. By entering this agreement, Costal Preparatory Academy would acknowledge the affiliation by the addition of "A Challenge Foundation Academy" to the school name. The school's full name would then become Costal Preparatory Academy: A Challenge Foundation Academy.

The nonprofit board of Costal Preparatory Academy unanimously voted in support of an affiliation with Team CFA pending approval by the State Board of Education. This partnership will allow the school to

receive assistance with implementation of the Core Knowledge and Singapore Math curriculum as well as marketing and technology training.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this request for Coastal Preparatory Academy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that this school is in its' delayed year. She shared that the first request is to use its year-two enrollment. The second request is to be allowed to partner with Team CFA, and because of this partnership, a name change was required, which requires some curriculum changes. Dr. Townsend-Smith added that there were no concerns with the requests.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

This item is submitted for Discussion during the March 2017 State Board of Education meeting and moved to Action on First Reading. (See Attachment EICS 7)

***DISCUSSION***

***MOVED TO ACTION ON FIRST READING***

**EICS 8 – Unity Classical Charter School’s Request to Amend its Charter**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools).

**Description:**

State Board of Education policy CHTR-014 provides existing charter schools a framework to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. This proposed amendment -- becoming part of TEAM CFA -- has been historically brought before the State Board and Unity Classical Charter School now seeks that same consideration.

Unity Classical Charter School (Mecklenburg County) will open as a charter school in fall of 2017. The school is requesting to modify the school's name. This change is due to the partnering with the Challenge Foundation Academy. By entering this agreement, Unity Classical Charter School would acknowledge the

affiliation by the addition of "A Challenge Foundation Academy" to the school name. The school's full name would then become Unity Classical Charter School: A Challenge Foundation Academy. The nonprofit board of Unity Classical Charter School unanimously voted in support of an affiliation with Team CFA pending approval by the State Board of Education.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this request for Unity Classical Charter School

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that this request is to be allowed to partner with Team CFA, and because of this partnership, a name change was required, which required some curriculum changes. Dr. Townsend-Smith added that there were no concerns with the requests.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

This item is submitted for Discussion during the March 2017 State Board of Education meeting and moved to Action on First Reading. (See Attachment EICS 8)

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

The following members were present:

Olivia Oxendine, Chair	Reginald Kenan
Patricia Willoughby	Todd Chasteen
Gregory Alcorn	Amanda Bell, Local Board Member Advisor
Amy White	Melody Chalmers, Principal of the Year Advisor
Wayne McDevitt	Bobbie Cavnar, Teacher of the Year Advisor
Rebecca Taylor	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	Dan Forest, Lt. Governor

ES&P Committee Chair Olivia Oxendine called the March 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

**NEW BUSINESS**

- ❖ **Statewide Service Support Team Update**
  - ❖ **Dr. Lynne Johnson (Director, Educator Effectiveness)**
  - ❖ **Dr. Frances Harris-Burke (Service Support Coordinator)**

Dr. Johnson shared with the Board an update on the Statewide System of Support and the Statewide Service Support Team. Dr. Johnson referred to the statewide district map and described how the map is set up in eight districts or zones. DPI currently has four teams that work in two regions - North, East, South, and West team. There is a core membership of people, who are agency employees across the agency, are based across the state. She noted that we have an extensive virtual planning team that is working really well. Dr. Johnson added that the Board may be most familiar with their current work through the Principal Ready series (P-Ready), in which Educator Effectiveness (EE) has held two P-Ready trainings, and the third one will be held next Tuesday at the Charlotte Motor Speedway Club.

Dr. Johnson stated that EE offers general support (also known as consultation), moderate support and intensive support. Dr. Johnson noted that in the blue area of slide three, the intensive support, the District School and Transformation (DST) lives. She stated that EE and the cross-department teams, except for DST, work mostly in the general and the moderate support. All team members are reviewing school improvement plans, offering feedback, coaching, and having extensive conversations on how to improve. Dr. Johnson noted that this Work that is new this year and is very important.

She noted that supporting professional learning looks different in different places. She added that it may mean the team is assisting with professional development planning at the local level, or facilitating or deploying. Dr. Johnson described providing resources for educator growth and improvement. Educator

Effectiveness supports beginning teacher support programs and works with coordinators across the state, and provides an on-line learning module system in Home Base that are developed and facilitated by staff. Dr. Johnson talked about guided resource allocation decisions, which speaks to how we work with the leadership teams. She added that staff align the services of the Service Support Team (SST) to local needs. Dr. Johnson referred to P-Ready trainings as an example of what that looks like. Topics are similar regarding student growth data with Dr. Tomberlin, and there are trends that are a common theme discussed at these trainings. Dr. Johnson stated that principals bring and discuss their school's data.

Dr. Johnson also discussed some of the struggles that school leaders and teachers have, such as determining the most important information that they are receiving, how they use this information, and what is relevant and non-relevant. Information is received through a platform called Feed-Forward surveys. Dr. Johnson recognized Dr. Frances Harris-Burke who is the North Team Coordinator who will discuss additional information about the Service Support Team.

Dr. Harris-Burke shared with the Board that the North Team consists of the Piedmont-Triad and the Northwest SBE regions. Dr. Harris-Burke emphasized the importance of relationship and shared ways that the North Regional Service Support Team works with people in that region. There are ten new superintendents in the North area, and fifty-five new central office staff. The Service Support Team works in collaboration with supporting these new leaders and helps them with things that they need to know as priorities in their work. The Service Support Team is always looking for opportunities for face-to-face meetings.

Dr. Harris-Burke described how we differentiate what goes on in the North. She stated that with the fifty-five new central office leaders, a suggestion was offered to have a Leader Ready training. She noted that now in October, new leaders come together with a mentor--a veteran leader that did the same job that they did. Dr. Harris-Burke stated that this was one of the best things offered. She described doing "learning walks in the schools to look at best practices. Dr. Harris-Burke added that she is the "boots on the ground," in those schools, working with central office leaders and providing resources.

She also talked about collaboration within the Department with a focus on the NCDPI priorities. She stated that the Service Support Team is looking at ways that MTSS is being used. Dr. Harris-Burke shared that a team will come from two schools at the P-Ready to talk about what MTSS looks like in their school. She also noted that NCEES training for Charters has also been offered.

Dr. Harris-Burke shared that the North Team started middle school principal support, pulling middle school principals together for a year. Professional development was offered and observations were shared for best practices. This summer the North Team will have a middle school summit at High Point University, bringing in NCDPI colleagues around the collaboratives, and collaborating with the university staff to allow them to offer some of their programmatic information at the summit. Dr. Harris-Burke concluded by stating that this process is built around the concept of cooperating with district personnel to collaborate and to coordinate services across the state.

Mr. McDevitt asked if the Department is collaborating and coordinating with the RESAs, as well as NCCAT, and others such as universities, public and private. Dr. Harris-Burke replied, yes, and the Service Support Teams have opportunities to meet at our RESAs every month with the curriculum and instruction staff at both the Piedmont-Triad and Northwest. Ongoing conversations with them occur, and they are, in fact, aligned. Mr. Alcorn was impressed with Dr. Harris-Burke's passion for this work, and

asked how she measures success, how she gets the scorecard. Dr. Harris-Burke replied that, yes, there are lots of numbers. She described a recent P-Ready training and provided details on how they use the feedback and outcomes, as well as follow-up with school systems. Dr. Harris-Burke added that we are truly involved in making decisions around the data. This data (EVAAS) helps the team determine what next steps are going to be needed.

Chairman Cobey asked if all or most of the support staff are located in their regions, and do they mainly work from their home base. Dr. Johnson replied, yes. Ms. Chalmers commented by confirming that the P-Ready is something that she and her colleagues look forward to meeting with and that she receives a lot of good information.



**HEALTHY RESPONSIBLE STUDENT  
COMMITTEE MEETING  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

The following members were present:

Patricia Willoughby, Chair	Todd Chasteen
Reginald Kenan, Vice Chair	Amy White
Wayne McDevitt	Amanda Bell, Local Board Member Advisor
Rebecca Taylor	Melody Chalmers, Principal of the Year Advisor
Olivia Oxendine	Bobbie Cavnar, Teacher of the Year Advisor
Gregory Alcorn	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	Dan Forest, Lt. Governor

HRS Committee Chair Tricia Willoughby called the March 2017 Healthy Responsible Students Committee meeting to order.

***DISCUSSION***

**HRS 1 – School-Based Mental Health Initiative Policy**

**Policy Implications:**

**SBE Strategic Plan:**

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

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. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

The North Carolina School Mental Health Initiative (NC SMHI) was established as a multi-disciplinary interagency partnership with broad representation consisting of public educators, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. This purpose-driven and outcome-oriented partnership began its work by establishing a clear mission and mutually agreed upon definition of mental health services.

In addition, the partnership reviewed the existing literature base on effective provision of school mental health services, current policy in other states, and recommendations of other groups with a similar focus, such as the Governor's Task on Mental Health and Substance Abuse to write the attached policy.

**Recommendations:**

The State Board of Education is asked to review and discuss a new policy to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services.

**Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby reminded the Board that this item was discussed last month and received a lot of feedback and input. She stated the best course of action today would be to have it for discussion again this month. Ms. Willoughby stated that Mr. Hussey will clarify some of the opportunities for funding and resources for support. She also noted that it would be prudent to postpone the implementation for a year. Ms. Willoughby stated that the Board needs to continue to have conversations about the policies that charters schools must or do not have to comply with as the Board moves forward.
- Ms. Willoughby shared with the Board a copy of the Rockingham County Student Health Center brochure. She recognized Mr. Bill Hussey to present this item.
- Mr. Hussey reported that, after receiving feedback, the Department has made changes in the policy, while maintaining the integrity of the policy.
- Mr. Hussey stated that at the beginning there were many examples of things that developers of the proposed policy wanted to demonstrate at various points in the model that were mistaken as mandates.
- Mr. Hussey noted that those things were removed and one of the big pieces was around an evaluation process that would be done both with the MTOs, LMEs, and the schools. He noted that the issue was around what was happening with FERPA and HIPPA, and the liability concerns that could happen. He described this policy in three major pieces. One is training, which was already discussed, including all staff as well as training the certified staff in how to look at universal support or prevention and primary intervention. Second, was the maintaining of the continuum of services. Mr. Hussey also stated that this is the piece that the districts must put into play. He discussed how we get to referral, evaluation, and re-entry because of the high number of students who need more services than the schools can provide. He noted that right now, there is no coordinated process, and it needs to be part of the plan. Third, is stakeholder groups where the evaluation can really take place. He emphasized that if the system is together with all the stakeholders, the opportunity to review what is happening can be done within that stakeholder group.
- Mr. Hussey also stated that the Department is working directly with the NC School Board Association and the Charter School Association, keeping them updated about this policy to find common language with which everyone agrees.
- Chairman Cobey asked what type of feedback the Charter School Advisory Board offered. Mr. Hussey responded that the initial policy did come across rather strong, but, in talking with CSAB, their primary concern was that they would have choice in how they developed their plan. He added that was the initial intent. Mr. Hussey stated that, after further discussion, they were able to come to some middle ground. He shared that their message to everyone was to be focused about what you are going to do and how you are going to do it.

- Mr. Collins asked who pays for the mental health first aide training. Mr. Hussey referred to Dr. Pitre-Martin to respond. Dr. Pitre-Martin stated that the Department has a partnership with DHHS to provide two train-the-trainer sessions this summer at no cost. Mr. Collins also asked if the trainers will be DHHS employees. Dr. Pitre-Martin replied yes. Mr. Collins asked if they will be compensating the trainers in the schools. She replied that each school can choose to compensate people who attend. It is a five-day training, along with partnering with another trainer and then certification will be given. At this point, trainers will be able to train people in their school district. Mr. Collins inquired about how much time the training will take from schools. Dr. Pitre-Martin replied, one day. He also asked if this has been costed out, and wondered if it is necessary to re-certify every three years. Mr. Collins concern is mandating something with no funding sources. Mr. Hussey stated that all eight PBIS members will be trained as a trainer, which will be a resource from the Department. Mr. Hussey also stated that the Department is looking at what the trainings could be, and whether or not they have to do the renew every three years. Mr. Collins added that some type of virtual component should be available to teachers. Mr. Collins stated that there is a lot of uncertainty out there as to what it really means. He added that because it so important for the State to do this, he wants to make sure that it is done right, is cost efficient, and that people support it. Mr. Collins encouraged the Department to continue to work with those stakeholders to develop something that makes sense. Mr. Hussey replied that they have looked into the possibility of a virtual option in the plan.
- Dr. Oxendine asked about the pathway of referral. Mr. Hussey indicated that if there is a determination, how it would occur. One, is that the child would have already been identified and come in through the local mental health entity, or if school, they maybe within the MTSS, SHAC which would bring the parent into the picture. He added, at that point, the parents can take the advice to move forward or not.
- Ms. Bell asked if you are going to require this action in Rockingham County, that means that something else would have to be cut within the school system. Ms. Bell shared that in each high school there is a student health center. She asked if maybe in developing a policy, there are school systems that may have already implemented something that is working; maybe the State would not have to require them to go through some of these steps in this policy. Ms. Bell also asked could there be a waiver. Mr. Hussey replied, that they have not thought about waivers and would contemplate that idea.
- Ms. Willoughby added that she is concerned about the 80% of schools that do not have something in place. She asked the Superintendent if he had received any feedback while on his listening tour about this subject. Superintendent Johnson stated not directly from the listening tours.
- No additional comments were made.

This item is submitted for Discussion during the March 2017 State Board of Education meeting. (See Attachment HRS 1)

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

The following members were present:

Gregory Alcorn, Chair	Todd Chasteen
Wayne McDevitt	Amy White
Tricia Willoughby	Amanda Bell, Local Board Member Advisor
Rebecca Taylor	Melody Chalmers, Principal of the Year Advisor
Reginald Kenan	Bobbie Cavnar, Teacher of the Year
Olivia Oxendine	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	Dan Forest, Lt. Governor

BSOP Committee Chair Gregory Alcorn called the March 2017 Business Operations (BSOP) Committee meeting to order.

***ACTION ON FIRST READING***

**BSOP 1 – Mathematics and Science Partnership (MSP) Grant**

**Policy Implications:** SBE# TCS-O-001

**Description:**

**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 3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

**Description:**

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to Local Education Agencies (LEAs) with demonstrated need in mathematics and science. Local Education Agencies must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. This last round of new grants and continued funding for Year three are being awarded through December 2018.

**Recommendations:**

The State Board of Education is asked for approval of initial and continued funding of these new and existing projects for the amount stipulated in the attachment. The State Board of Education is asked to take Action on First Reading.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn introduced Dr. Jennifer Curtis to present this item.
- Dr. Curtis informed the Board that the Mathematics and Science Partnership (MSP) program is a federal formula grant program that funds collaborative efforts and partnerships between STEMS, IHEs and the high-need school districts across the state. These grants provide intensive content-rich professional development to teachers with the goal of improving classroom instruction in math and science; the ultimate goal is to raise student achievement in these fields.
- Dr. Curtis stated that North Carolina received the funds under a formula from the federal grant program which is approximately \$4.8 million a year; the Agency has received the last round of funding under Title II. She noted that this funding will go away and is not included in ESSA.
- She described each attachment explaining the projects and recommendations, as well as four new grant programs that will not be eligible for three years, but stating that their funds will need to be encumbered by September 2018, and spent by December 2018. Dr. Curtis shared a map of districts where teacher and students have benefited from this program over the last seven years.
- No additional comments were made.

This item is presented for Action on First Reading during the March 2017 State Board of Education meeting. (See Attachment BSOP 1)

***ACTION ON FIRST READING*****BSOP 2 – Amendment to SBE Third-Grade Reading Bonus Policy**

**Policy Implications:** Appropriations Bill 2016-94, Section 9.7

**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):** Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Appropriations Bill 2016-94 Section 9.7 appropriates \$10,000,000 for bonuses for third-grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

At its October 2016 meeting, the State Board of Education approved the allotment policy for the distribution of funds appropriated for third-grade reading teacher bonuses. The distribution calculation of these funds were approved in January 2017. This item modifies the policy, affecting the State level third-grade bonus only. The Department of Public Instruction (DPI) calculated the amount of the award for each teacher who earned a State level award (i.e. was in the top 25% of the State). The legislation stated that the teachers were

required to be teaching third-grade in the same local education agencies to be eligible to receive the award. Therefore, the awards for ineligible teachers were unspent. This item adds language to the policy to reallocate the unspent funds in equal amounts to the eligible teachers. This method is consistent with the LEA level bonus.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed policy amendment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn introduced Ms. Alexis Schauss to present this item.
- Ms. Schauss stated the policy is an amendment and is related to the third-grade bonuses. She reminded the Board that in October the Board approved this policy, and in January the Board approved the allotment calculations that were distributed to the school districts.
- Ms. Schauss stated that the third-grade bonuses are divided into two sections: half of it was allocated out based on the local top 25% in each LEA, and was paid out based on the number of teachers who were still teaching third grade in the same LEA as required by law. The entire \$5 million was paid out to those teachers. Ms. Schauss noted that on the State side, legislation states that the top 25% of the State, which includes charters schools, based on the EVAAS growth score would be eligible for the bonus, if they were teaching in the same entity and teaching third grade. She added that because it is the State level, the Department calculated out assuming that 100% of those teachers were qualified and would receive the bonus, but knowing that the school districts would be the entities that would ensure that those teachers remained in those districts and still teaching third grade. Ms. Schauss stated that some teachers were not qualified because they did not meet that requirement. As a result, there is a reverse of funds.
- Ms. Schauss stated that the amendment would authorize the Department to allocate out the remaining funds of the State half that was not paid out because the teacher was not eligible.
- Mr. Collins asked where the reversion money goes. Ms. Schauss replied that the amount would be recalculated and paid out to the qualifying teachers. Mr. Collins then asked if the same teachers that received bonuses would receive more money. Ms. Schauss replied yes.
- Ms. Taylor commented that it bothers her that the State only provides bonuses to third-grade teachers, and leaving out K-2 grade teachers who also help prepare for third grade.
- Dr. Oxendine asked if the Department is tracking whether or not superintendents are paying out this money. Ms. Schauss replied the Department is in the process of comparing all of the expenses by school districts, and looking at payroll, while comparing these list that were sent out to school districts on who received bonuses and who did not.
- Mr. Cavnar shared feedback that he is receiving from other teachers who were eligible for the bonus, but the next year the teacher was moved to second grade by the district, making the teacher ineligible. Ms. Schauss replied that there were some districts that were in this position, actually paid those teachers from local funds, which was the exception of the rule.
- Ms. White asked if there is a way to capture data on the exact number of teachers who would have qualified but did not receive the funds because of such a change. Ms. Schauss replied yes. Ms. Schauss stated that the Department provided the districts, the teachers that were in the top 25%, whether local or at the State level and know who was paid and are compiling a picture of how that happened. She added that it is not a simple task. Ms. White also asked if the Board could hear that data in the future. Ms. Schauss responded, yes.
- Lt. Governor Forest suggested that the Board build some relationships with the legislators and spend time talking with the people who actually come up with these policies and let them know your concerns.

He encouraged back and forth conversation with them, and to be on the proactive side of getting some of these things done, because most of legislators are not listening to these conversations and may never hear it you do not have these conversations with them.

- No additional comments were made.

This item is presented for Action on First Reading during the March 2017 State Board of Education meeting. (See Attachment BSOP 2)

***ACTION ON FIRST READING***

**BSOP 3 – Policy Amendments to SBOP-029; Classifying the Exceptional Children Accountability Tracking System (ECATS) Special Education Module to a Uniform Education Reporting System (UERS) Compliant System**

**Policy Implications:** GS 115C-12; GS 115C-438; 20 USC § 1232g; SBE# SBOP-029

**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):** Dr. Maria Pitre-Martin, (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Mr. William Hussey (Director, Exceptional Children Division), and Mr. Quentin Parker, IT Manager Business Technology, Enterprise Applications

This item amends language to the policy SBOP-029 (attached).

**Recommendations:**

It is recommended that the State Board of Education approve the proposed policy amendment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn introduced Mr. Bill Hussey to present this item.
- Mr. Hussey stated that there are three parts to Exceptional Children Accountability Tracking System (ECATS). There is the MTSS, Exceptional Children, and Medicaid. The Uniform Education Reporting System (UERS) is only applied to the EC portion of this policy. Mr. Hussey stated that this is the amendment the Department is coming back to.
- No further comments were made.

This item is presented for Action on First Reading during the March 2017 State Board of Education meeting. (See Attachment BSOP 1)

**ADJOURNMENT**

Indicating no other business, BSOP Committee Chair Alcorn adjourned the March 2017 BSOP Committee meeting.

**RECONVENE IN OPEN SESSION**

Chairman Cobey thanked the members and advisors for their attention and participation in the discussion on these important issues. He noted that some issues generate feedback from constituents, and that He is pleased to know that people are paying attention to matters coming before the Board and that they feel a part of the input process on issues.

**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 Mr. Gregory Alcorn, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:*

- *North Carolina State Board of Education v. The State of NC.*

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

*Upon motion made by Mr. Eric Davis and seconded by Mr. Gregory Alcorn, the Board voted unanimously to recess the State Board of Education meeting until Thursday, March 2, 2017, at 9:00 a.m.*



**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
March 2, 2017**

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

William Cobey, Chairman	Olivia Oxendine
A.L. "Buddy" Collins, Vice Chairman	Rebecca Taylor
Patricia Willoughby	Gregory Alcorn
Reginald Kenan	Amy White
Eric Davis	
Dan Forest, Lt. Governor	

Also present were:

Mark Johnson, State Superintendent	Amanda Bell, Local Board Member Advisor
Melody Chalmers, Principal of the Year Advisor	Bobbie Cavnar, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Thursday, March 2, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey announced that the Board will have special recognitions, a special guest from the U.S. Department of Agriculture, a legislative update, a report from the State Superintendent, and committee reports and voting on agenda Action items. Chairman Cobey noted that the Board's meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, which was approved on Wednesday, Chairman Cobey read the Ethics Statement.

**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 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.

### **Pledge of the Allegiance**

Board member Gregory Alcorn 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 January 4-5 meeting and the February 1-2, 2017, State Board of Education meeting minutes. Motion by Ms. Amy White and Seconded by Ms. Rebecca Taylor. The State Board Education voted unanimously to approve the two sets of meeting minutes.

\* There was no discussion.

### **SPECIAL RECOGNITION**

Chairman Cobey recognized Mr. Michael Bonner, a second-grade teacher at South Greenville Elementary School, Pitt County School System, a teacher who observed a problem, and a teacher who then developed an innovative solution, and whose work has attracted national attention.

#### **➤ Special Recognitions**

- ❖ Mr. Michael Bonner, Second-Grade Teacher, South Greenville Elementary School, Pitt County Schools; Ms. Lekeesha Lynch, Principal; Ms. Cherly Olmsted, Assistant Superintendent

Chairman Cobey invited Mr. Bonner to share with the Board his story about his experience with the national television talk show host, Ms. Ellen DeGeneres. Mr. Bonner shared a YouTube video of his students with the Board. After the video, he described his journey to fulfill his desire to be a great teacher. He noted that while teaching a particular standard, he did not do well, and that 80% of his class failed. Mr. Bonner decided to add lyrics and music and presented it to his class, and they ran with it in a positive way. Mr. Bonner then made challenge to his class that if fourteen of twenty would pass the next text, then he would make them a music video. He was very happy to report that the class passed the assessment. Mr. Bonner stated that this experience taught him the importance of building proper relationships with your students. He also stated that the video went viral and caught the attention of the *Ellen DeGeneres Show*. Mr. Bonner was invited to appear on the show as a result of his innovative way of teaching. Ms. DeGeneres later invited Mr. Bonner to return for a second appearance and to bring his entire class with him, giving these children lifelong memories. Mr. Bonner told his students, that when you work hard, sometimes life can reward you in ways you cannot even explain. Mr. Bonner shared that he decided to activate the passion within himself, and found a way to instill it inside the classroom.

Chairman Cobey thanked Mr. Bonner and applauded his problem-solving skills, his innovative approach to teaching and learning, and his affection for his students and their future, along with his panache with a big-time television talk-show personality. Mr. Bonner was invited forward for a photograph with the Board.

## **CHAIRMAN'S REPORT TO THE BOARD**

Chairman Cobey reminded the Board that public education is a prominent topic today, not just in North Carolina but also across the United States. He stated that our presentations this week on NC Check-ins and ESSA reminded the Board of important decision points in the near future. Mr. Hill and Ms. West are working with staff to ensure that the information the Board needs on these decision points and that the scheduling of these presentations are timed so that the Board meet the appropriate deadlines in a timely manner.

Chairman Cobey added that he knows that Dr. Fabrizio will keep the Board updated on changes that may also come from Congress on ESSA and perhaps even changes that occur within the U.S. Department of Education, noting the importance of the monthly updates. Chairman Cobey also noted as a reminder, that while the Board is still filling the Legislative Director's position, that Mr. Hill will be the primary lead for the Board and the Department regarding new legislation that will impact the Board, LEAs, schools, and students. Chairman Cobey stated that we have had resignations and retirements from significant positions in the Board Office and the Department of Public Instruction, but we are bridging the gaps with very competent staff. He also stated that with any organization that contracts and expands with inevitable change, it is often remaining staff who hold an agency steady while transitions occur and new staff are placed in leadership positions. He thanked all who are taking on additional duties for a while. The Board and the State Superintendent are making progress in the process of making wise and deliberate choices for these very important positions. Chairman Cobey thanked everyone for their support and patience.

Chairman Cobey shared that he met with staff from the American Heart Association and the American Stroke Association earlier this week. These organizations work to reduce the burden of heart disease and stroke. In doing so, it recognizes the importance of physical activity throughout one's lifetime. Chairman Cobey added that the time to begin this habit is when children are young and at school, as well as at home. This group recently asked teachers, students, and parents across the state to write messages to this Board about the importance of physical education and what it means to them. Some of these cards were viewed by the Board members, and Chairman Cobey asked Board members to share the message on their card with the audience. Chairman Cobey stated that there is adequate research now that supports the benefits of exercise and physical activity in general and physical education in particular. He added that he knows that these groups will continue their drive to encourage understanding of and support for more physical education in our public schools, as well as for parents to foster physical activity for their children after school and on weekends. Chairman Cobey then recognized Mr. Hill for a brief Legislative update to the Board before going to the School Breakfast Resolution and our special guest.

### **➤ Legislative Report**

#### **❖ Ms. Martez Hill (Executive Director, NC State Board of Education)**

Mr. Hill referred to the Legislative Update on eBoard and thanked Robb Jansen, Anne Murtha, and Sarah Sturdivant from the State Board of Education office. Mr. Hill stated that there are multiple hyperlinks to each of the bills. Mr. Hill gave a brief over of the February 21, Joint Education Appropriations presentation. Mr. Hill previewed several questions that were asked by legislative members. There were five categories that they fell under.

### **Closing the Achievement Gap in Low Performing Schools**

- When was the last time the State Board looked at the 185-day instructional day requirement ?
- What are the goals for reducing the percentage of high schools students needing remediation before they enter community colleges ?
- Why do we focus on the bottom five percent of schools rather, than focusing on those that are closer to their proficiency mark? How do we differentiate services among those schools ?

### **K3 Class size Reduction**

- Has the State Board passed a policy clarifying how LEA can use K3 class size funds ?
- Can we tell exactly how school districts are spending the K3 class size funds ?
- What requirements are in place to ensure districts are spending funds as directed by the legislator ?

### **Workforce Development**

- How can we aggressively connect K12 to workforce development ?

### **Digital Divide**

- How do ensure internet availability in rural areas and not worsen that digital divide in our rural communities ?

### **School Lunch Program**

- How can we assure that the school lunch food is not wasted.

Mr. Hill reported that the staff has already begun working on answers and will be providing information regarding the 185-day requirement by giving legislators Read to Achieve summer camp data. He stated that information will be given on the Statewide Service Support Team, as well as information on the performance of District in School Transformation results.

Mr. Hill also noted that today, the Education Appropriations Committee received information from the Office of the State Budget and Management to hear the Governor's budget information. Mr. Hill stated that there is a list of education related bills with hyperlinks attached.

### **A. Joint Education Appropriations presentation, Tuesday, February 21**

1. SBE-Strategic Plan
2. State Board Expansion Priorities FY 2017-19
3. Whole School fact\_sheet 2017
4. SBE Resolution\_WholeChildFramework 2016

### **B. Legislative Inquiries**

### **C. General Assembly Committees**

#### **Tuesday, February 28, 2017**

- 10:00 AM Education - K-12 (House)
- ESSA Plan Submission. (H87)
- Arts Education Requirement. (H97)

#### **Wednesday, March 01, 2017**

- 8:30 AM Appropriations, Education (Joint)

Public Education Budget flexibility – Alexis Schauss  
12:00 PM Pensions and Retirement (House)  
Study Unfunded Liability/Retiree Health Fund. (H24)  
Retirement Technical Corrections Act of 2017.-AB (H115)

**Thursday, March 02, 2017**

8:30 AM Appropriations, Education (Joint)  
Office of State Budget Management – Budget Review

**Wednesday, March 07, 2017**

8:30 AM Appropriations, Education (Joint)  
DPI’s response to the Governor’s budget recommendations for K-12 education.

**Thursday, March 23, 2017**

8:30 AM Appropriations, Education (Joint)  
Presentation: Role and activities of the Office of Early Learning. John Pruette

**Wednesday, April 5, 2017**

8:30 AM Appropriations, Education (Joint)  
Overview the federal funds that flow through DPI to the LEAs and the role federal funds play in funding for schools. Alexis Schauss and Donna Brown  
ESSA presentation. Lou Fabrizio

**D. Education-Related Bills**

1. H61(S9) Ed. Finance Reform Task Force/PED Report
2. H13 Class Size Requirement Changes
3. H68 (S65) BRIGHT Futures Act
4. H72 (S55) School Bus Cameras/Civil Penalties
5. H85 Funds for Educational Training Centers
6. H90 Eliminate NC Final Exam
7. H117 Protect Students in Schools
8. H135 Technical Changes to Courses of Study Statute
9. H136 Lower Compulsory Attendance Age from 7 to 6
10. S48 Clinical Educators for Student Teaching
11. 25 Bills Calendar Flexibility Local Bills

Chairman Cobey thanked Mr. Hill for this update.

Chairman Cobey shared that he did not need to tell the Board the importance of the national child nutrition assistance that comes to the states. He stated that North Carolina public schools are certainly the grateful and fortunate recipients of these funds. Chairman Cobey stated that thanks to Ms. Willoughby and Dr. Lynn Harvey, the Board is also well-versed in the importance of breakfast for all of us, but, perhaps most importantly, to children in particular. Chairman Cobey recognized Ms. Willoughby, as Chair of our Healthy Responsible Students to introduce the next presentation. Ms. Willoughby recognized Dr. Lynn Harvey to present the proclamation on National School Breakfast Week to the State Board for consideration.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Proclamation for National School Breakfast Week**  
**North Carolina State Board of Education**

WHEREAS, North Carolina has the sixth largest School Breakfast Program in the United States;  
and

WHEREAS, the School Breakfast Program is dedicated to the health, well-being, and academic success of the State's students; and

WHEREAS, the School Breakfast Program must meet Federal and State nutrition standards based on the Dietary Guidelines for Americans and offers students meals each school day that are high in essential nutrients and lower in fat and sodium and include whole grains, fruit, and low fat and fat free milk; and

WHEREAS, studies show that students who eat breakfast have improved attendance and less tardiness, pay attention longer, demonstrate better classroom behavior, perform better on tests, make fewer trips to the school nurse, have a more nutritious overall diet, and are more likely to be at a healthy weight; and

WHEREAS, the North Carolina State Board of Education led the nation in the adoption of a Resolution to Promote Innovative School Breakfast programs as components of the instructional day, thus recognizing the importance of breakfast to students' success in the classroom and in life; and

WHEREAS, the Board encourages Local Education Agencies (LEAs) to expand school breakfast opportunities in order to provide a nutritious breakfast at school as a means of supporting a sound basic education for all students State; and

WHEREAS, School Breakfast Programs are a fundamental component of North Carolina's Whole School, Whole Community, Whole Child framework; and

WHEREAS, School Nutrition Programs help fulfill the North Carolina State Board of Education goal for every student to be healthy, safe, and responsible;

NOW, THEREFORE BE IT

RESOLVED, that the North Carolina State Board of Education does hereby proclaim March 6-10, 2017, as National School Breakfast Week in North Carolina and that Board members direct the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education.

*Upon motion by Ms. Tricia Willoughby, and seconded by Ms. Amy White, the State Board of Education voted unanimously to approve the proclamation for the National School Breakfast Week, March 6-10, 2017 as presented.*

Dr. Harvey shared some history around the nutritional health and wellbeing of our children, while promoting the consumption of domestic agricultural commodities and serving as a mechanism to promote homeland security. Dr. Harvey stated that NC has shared a strong partnership in support of our school nutrition program that has lasted over seven decades. Dr. Harvey introduced Mr. Robin Bailey, who is a member of the Senior Executive Service, with the USDA Food and Nutrition Service in the USDA Regional Office in Atlanta.

- **School Breakfast Resolution**

- ❖ Mr. Robin Bailey, Regional Administrator of the Southeast, US Department of Agriculture

Mr. Bailey reminded Board members that education is a great equalizer and is recognized as one of the keys to success. He noted that a healthy breakfast is equally important to ensuring students show up ready to learn. Research shows that breakfast helps educators put children on equal footing by fueling their minds and bodies before imparting knowledge. He noted that this Board signed into resolution in August 2011 to encourage schools to implement innovative ways to increase breakfast participation and specifically encouraged LEAs to consider breakfast in the classroom as instructional time. North Carolina was one of the first states to pursue and implement this option.

Mr. Bailey added that by proclaiming March 6-10, 2017, a National School Breakfast Week in North Carolina, the Board is raising awareness about the importance of healthy breakfast and encouraging schools to take advantage of many flexible ways USDA breakfast programs can be used to improve their health and nutrition statewide. According to the recent school breakfast scorecard, 2015-16, NC ranks tenth in the nation for the percentage of National School Lunch Program Schools that also offer breakfast programs at 98.7%. He noted that the scorecard also shows that the number of students in who participate in the breakfast programs continues to increase every year in North Carolina, especially for those who are eligible for free and reduced priced meals.

Mr. Bailey recognized some of the schools that have gone the extra mile to ensure that their students have access to nutrition meals throughout the day: Pitt County Schools, Brunswick County Schools, Durham County Schools, Cumberland County Schools, Rockingham County Schools, Rowan-Salisbury County Schools, Caldwell County Schools, and Transylvania County Schools. He thanked the dedicated staff of the Department of Public Instruction, enough of their commitment and hard work under the leadership of Dr. Lynn Harvey.

Dr. Harvey reminded everyone of the vast destruction of Hurricane Matthew this past year and how it affected many districts. She shared that the USDA worked side by side with the State to ensure that the students had nourishing meals while at school. Dr. Harvey noted that the Southeast Regional office of the USDA exceeded the States' expectations, by granting all of the waiver requests and offering even greater opportunities and resources than expected. The relief provided to the schools and students from this important partner helped create a sense of normalcy for the students. Dr. Harvey stated that, as our schools, families, and communities continue to recover from this natural disaster, the Department would like to acknowledge the exemplary work that the USDA, in exceeding our expectations in making sure that the students had what they needed to endure those difficult weeks and months after the storm.

Ms. Willoughby that, on behalf the State Board of Education and the Department of Public Instruction, and all of the school personnel and students who benefited from the relief, for your support and funds provided for the school nutrition program, presented a Certificate of Appreciation to Mr. Bailey to acknowledge his work and the work of his staff for their amazing partnership. Mr. Bailey was invited forward for a photograph with the Board.

Chairman Cobey stated that these cooperative, collaborative acts among various government entities and with our local school systems are testimonies that we can accomplish when we all work together – especially on behalf of children. Chairman Cobey recognized Superintendent Johnson for a report to the Board.

**STATE SUPERINTENDENT’S REPORT**

State Superintendent Johnson reported that he has been actively engaged in a listening tour and that it is going well. He also shared that he has been meeting in small groups of about 10-12 staff members for coffee, weekly here at DPI. He added that it is unfortunate that it may take an entire year to go through that process. Superintendent Johnson stated that it is a great way for him to actually connect in an authentic way with the people who are actually working in this building, and are working so hard to support school districts across the state. He invited and encouraged the Board to come to any of these gatherings and meet the people who work in this building.

Superintendent Johnson also thanked Mr. Bonner for all that he is doing. He stated that there are many teachers out there who are working just as hard, and do not get the credit for what they are doing. Superintendent Johnson thanked them for what they are doing. He shared that he had the privilege of visiting West Charlotte High School recently. He noted that stepping back into his old classroom where he had not been in over a decade was kind of a surreal experience. Superintendent Johnson shared that during his tenure at West Charlotte High, the graduation rate was at 50% and now there are up to almost 90%, and that is because, ultimately at the end of the day, because of teachers like you. Teachers who say to each other, “we are going to hold our students to high expectations because we know that they can meet them.” Superintendent Johnson emphasized that West Charlotte High School is proof that if we set those high expectations and give them the support that they need, our students can achieve.



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

***INFORMATION***

**ES&P 1 – Educator Effectiveness and Equity**

**Policy Implications:**

**SBE Strategic Plan**

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

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

**Objective 3.2:** Develop and support highly effective principals

**Presenter(s):** Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research)

**Description:**

NCDPI staff present educator effectiveness data from the 2015-16 school year. Given recent State Board of Education policy changes related to student and school growth, staff will recommend modifications to the method by which we determine effectiveness ratings for NC educators. Staff will present measures related to the State Board of Education's strategic plans and discuss options for goal setting and monitoring progress toward those goals. NCDPI staff will also present examples of equity analyses that may be used in the state's ESSA plan.

**Recommendations:**

No recommended action is required at this time.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin reminded the Board of the policy that was passed last year to remove Standard Six and Eight from the Teacher and Principal evaluation process, but all processes related to the determination of student growth estimates for teachers and schools will continue. Dr. Tomberlin noted that the State will be using the data to establish the teacher's effectiveness for the purposes of the State Board Strategic goals and for other federal and state reporting. He noted that this does not have impact on any teacher or administrator's evaluation.
- Dr. Tomberlin added that the Department will still collect the data and generate a status for teachers and administrators for the following categories: Highly Effective, Effective, and In Need of Improvement. These continue along the same methods of categorization of Race-to-The-Top and other initiatives.
- The Department will continue to measure effectiveness for SBE Strategic Plan. Dr. Tomberlin emphasized one important difference in how the data will be used.
- Dr. Tomberlin stated given that student and school growth is no longer tied to an individual's evaluation, the State has relaxed the requirements that once a teacher or administrator moves across LEA lines, the State will reset their three-year rolling average. He also noted that since the SBE has an interest in tracking the effectiveness and the movement of effective teachers and principals, continued tracking will occur even when teachers move from LEA to LEA. Dr. Tomberlin reported that districts will not be able to see evaluation data from previous districts, but the State will be able to track effectiveness of teachers and principals regardless of where they go.

- Dr. Tomberlin shared how the Department proposed to use student and school growth in the evaluation process. He added that the Department has suggested that it is a good idea for LEAs to develop local policies about how educator effectiveness data should be used in terms of teacher and principal evaluation.
- Dr. Tomberlin shared in detail the distribution of effectiveness ratings from across the state for the 2015-16 school year and how it has impacted the strategic goals that the Board has set over the past couple of years. He compared student growth data from 2014-15 to 2015-16 distribution, and he noted that the data was almost exactly the same.
- He also discussed the correlation of evaluation to growth for the same time frame, and there is no movement.
- Dr. Tomberlin reported results of SBE Strategic goals comparing from 2012-13 to 2015-16 sharing the proposed targets versus the actual results. Mr. Collins asked if there was a way to cross check how many teachers are using NC Check-Ins and whether or not embedded assessments actually improved their score over time.
- Dr. Tomberlin shared that at the Principal Ready professional development across the state, the Department is talking with principals about the idea of educator equity in their schools, and how it will play into ESSA, and in their school and district equity plans.
- He shared with the Board the percentage of effectiveness of teachers leaving high poverty schools and transferring to another school of less poverty. According to the data, effective and highly-effective teachers will move from schools that serve high poverty populations to schools that serve lower poverty populations. Dr. Tomberlin stressed that it is poverty that the teachers seem to be moving away from and not higher percentage of minority students. He provided a specific example for highly effective math teacher mobility. Lt. Governor Forest asked if exit interviews include asking specifically why they are leaving. Dr. Tomberlin stated that this is not a causal relationship with this data, and he is only sharing a relationship comparison. He also informed the Board that the LEAs collect exit interviews and the State presents this information in the State of the Teaching Profession Report annually. Dr. Tomberlin also suggested looking at a statewide system for this information.

This item was presented for Information during the March State Board of Education meeting. (See Attachment ES&P 1)

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

***INFORMATION***

**SLA 5 – Multi-Tiered System of Support Implementation Progress**

**Policy Implications:**

**SBE Strategic Plan:**

- Goal:** 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 post-secondary 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 post-secondary education
- Objective 1.5** Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments 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
- Objective 2.5** Decrease the percentage of Low-Performing Schools and Low-Performing Districts in the State

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

- Objective 3.1** Develop and support highly effective teachers
- Objective 3.2** Develop and support highly effective principals

**Goal 4:** Every Student is healthy, safe and responsible

- Objective 5.1** Create and maintain safe and respectful environments
- Objective 5.1.1** Percentage of schools implementing a Multi-Tiered System of Support (MTSS)
- Objective 5.3** Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

**Description:**

North Carolina’s Multi-Tiered System of Support (MTSS) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS uses data-driven problem solving to maximize growth for all. It is an approach to the early identification and support of students with learning and behavior needs. MTSS is a both a rapid response system to address student concerns as well a way to examine the academic and behavioral practices for all students. MTSS includes ensuring all students receive quality instruction in all classrooms. The framework involves parents regarding student interventions and progress.

**Discussion/Comments:**

- SLA Committee Vice Chair Dr. Olivia Oxendine recognized Dr. Maria Pitre-Martin to lead the discussion of this item.
- Dr. Pitre-Martin shared that North Carolina is one of the few states that has taken on the statewide implementation of the Multi-Tiered System of Support. She noted that Iredell-Statesville will be sharing with the Board its success story in the implementation of Multi-Tiered System Support, and the impact it has had on tier 1 instruction. Dr. Pitre-Martin recognized Ms. Amy Jablonski for this presentation.
- Ms. Jablonski reminded the Board of Multi-Tiered System Support (MTSS) features. She explained that the goal of the division is to help school districts, schools and charter schools find kids early and make sure that they do not fall through the cracks vertically throughout their education.
- She stated that they have found that students are being educated in many different types of silos. Ms. Jablonski noted that in MTSS, all the students stay together. They use the areas of help as a supplemental form of support and that MTSS framework accelerates the learning opportunities for students.

- MTSS is about identifying students with learning and behavior needs as soon as possible and bringing all silos of education together. The goal is schools with a system in place to provide students a rapid response to needs.
- Ms. Jablonski discussed in detail the three-tiered instruction intervention model from handout three, which include differentiated core, supplemental and intensive support. The Department asked schools to look at their data, simply by asking how many students are going out of the classroom for help. Ms. Jablonski invited Dr. Mary Ann Karriker, Executive Director of Elementary Instruction, from Iredell-Statesville Schools, NB Mills Elementary School to present their journey with MTSS.
- Dr. Karriker shared that in their district they believe in continuous improvement. Ms. Mitchell compared life before MTSS at NB Mills Elementary School and noted that it was like a hamster on a wheel. Their goal is to get in front of the behavior issues instead of always reacting.
- She also noted that they are addressing the behavior and the academics and looking closely at their data. Ms. Mitchell talked about Tier 2, and how they ensure fidelity. She added that their Tier 2 children are truly Tier 2 children.
- Ms. Mitchell noted that NB-Mills Elementary School is no longer a hamster on a wheel. The team shared the data on behavior along with comparative data from 2014-to date with significant improvement.
- Superintendent Johnson stated that it is great to hear the positive results and that the success is moving onto the bus rides also.

**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.

*Upon motion by Ms. Reginald Kenan and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, ES&P 2, ES&P 3, ES&P 4, EICS 9, EICS 10, EICS 11, HRS 2, BSOP 4, BSOP 5, BSOP 6, BSOP 7)*

**CONSENT**  
**ES&P 2 – Revisions to Policy on Renewing Continuing Licenses**  
**Policy Implications:** SBE Policy# LICN-001

**SBE Strategic Plan:**  
**Goal 3:** Every student, every day has excellent educators.  
**Objective 3.1:** Develop and support highly effective teachers.

**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. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy LICN-001. The current iteration of the policy has caused some confusion in the field, and the recommended changes are designed to clarify the State Board of Education’s position. Of primary concern is the type of Mandatory Improvement Plan that a teacher must complete in order to renew his/her license at the Initial level. Additionally, the policy recommends teachers that revert to an initial license due to performance issues be required to complete CEUs in order to convert to a continuing license.

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**CONSENT**

**ES&P 4 – JLEOC Report: Educator Preparation Report Cards**

**Policy Implications:** §115C 296 (b1)

**SBE Strategic Plan:**

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

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

In accordance with §115C 296 (b1), the SBE shall submit Educator Preparation Program Report Cards (formerly referred to as the IHE Performance Report) to the Joint Legislative Education Oversight Committee on an annual basis. Report cards are issued for Institutions of Higher Education (IHEs) with undergraduate programs, graduate programs, and school administration programs leading to teacher or school administrator licensure. Report Card data is based upon complete performance reports submitted annually by institutions of higher education to the North Carolina Department of Public Instruction. Educator Preparation Program Report Cards are available on-line here:

<http://apps.schools.nc.gov/ihereportcards>.

**Recommendations:**

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

**CONSENT**

**ES&P 5 – Local Alternative Teacher Preparation Report**

**Policy Implications:** §115C 296 (b1)

**SBE Strategic Plan:**

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

**Objective 1:** Develop and support highly effective teachers

**Objective 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.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), issues this Request for Proposals (RFP) for local alternative teacher preparation programs (LATP programs) as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 (House Bill 1030 Section 8.27).

See: <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>.

By March 15, 2017, The North Carolina State Board of Education (NCSBE) shall select up to five local school administrative units to participate in the program. An independent research organization shall report annually to the NCSBE beginning October 15, 2017. The independent research organization shall submit an initial report no later than October 15, 2020, to the NCSBE on the implementation and evaluation of the LATP programs and shall submit a final report no later than October 15, 2022, to the NCSBE on all aspects of the implementation and evaluation of the LATP programs. The NCSBE shall provide the report to the Joint Legislative Education Oversight Committee by December 15, 2020, and by December 15 of each year thereafter through 2022.

One LEA has submitted proposals for funding under this program. Wake County Schools in partnership with the Central Carolina Regional Education Service Alliance has proposed a LATP program to prepare, support, and recommend initially licensed lateral entry teachers for continuing licensure.

**Recommendations:**

It is recommended that the State Board of Education approve the grant requests outlined in the accompanying documents.

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

***CONSENT***

**EICS 9 – Report to the General Assembly: Evaluation of Cooperative Innovation High School (CIHS) Programs**

**Policy Implications:** Section 2, Article 16 of Chapter 115C-238, Part 9

**SBE Strategic Plan:**

**Goals and Objectives:**

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

**Objective 1:** Increase the cohort graduation rate.

**Objective 2:** Graduate students prepared for post-secondary education.

**Objective 3:** Graduate students pursuing a Career and Technical Education concentration prepared for careers.

**Objective 4:** Reduce the percentage of students needing remediation in past-secondary education.

**Objective 5:** Increase student performance on the state's End of Grade and End of Course assessments.

- 2. Every students has a personalized education.**

**Objective 1:** Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent), Mrs. Sneha Shah Coltrane (Director, Advanced Learning and Gifted Education)

**Description:**

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School (CIHS) Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires an annual report reviewing the progress of CIHS by March 15 this year. This report was prepared by the Joint Advisory Committee, which is comprised of representatives from DPI, NCCC System and UNC General Administration, with DPI as the lead developer. This report also includes data from each agency as well as self-reported data from all of the CIHS programs.

**Recommendations:**

It is recommended that the SBE discuss the CIHS Report at the February meeting and take action in the March meeting.

**CONSENT**

**EICS 10 – Recommendation on the Revocation of a Charter for Lack of Academic Performance (CHTR-010 Policy)**

**Policy Implications:** General Statute § 115C-218.100(b), SBE Policy #: CHTR-010

**Description:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The attached draft version of CHTR-010 contains amendments to the policy proposed by the Charter Schools Advisory (CSAB) board upon recommendation from the Office of Charter Schools at its January 2017 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

**CONSENT**

**EICS 11 – Recommendation Regarding Charter Schools Renewal Process (CHTR-007)**

**Policy Implications:** General Statute § 115C.218.6, SBE Policy #: CHTR-007

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)



The attached draft version of CHTR-007 contains amendments to the policy proposed by the Charter Schools Advisory (CSAB) board upon recommendation from the Office of Charter Schools at its January 2017 meeting, consistent with House Bill (HB) 242, which directs the following:

To receive a recommendation for renewal, the school must meet the requirements outlined in 115C.218.6 which states:

- a) The State Board of Education shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards.
- b) The State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of 10 years, unless one of the following applies:
  - 1. The charter school has not provided financially sound audits for the immediately preceding three years.
  - 2. The charter school's student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
  - 3. The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

If one of the conditions set forth in subdivisions (1) through (3) of this subsection applies, then the State Board may renew the charter for a period of less than 10 years or not renew the charter."

As a result of House Bill 242 (GS 115C-238.29G), is now reflected in the renewal policy as GS 115C-218. In addition, the proposed renewal policy includes G.S.115-218.100 which is a Funds Reserved policy for charter schools wishing to participate in the state retirement plan as well as a detailed timeline of the charter school renewal process.

This updated policy reflects the updated statutory language as revised in the 2016 legislative session. The CSAB recommends approving this policy as an update to the current policy which was approved in 2006.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

**HEALTHY RESPONSIBLE STUDENTS  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

**CONSENT**

**HRS 1 – Healthy Active Children Policy Report 2016**  
**Policy Implications: SBE# HRS-D-000**

**Presenter(s):** Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy School)

**Description:**

Each LEA is to submit its Healthy Active Children Policy (HRS-D-000) Report to DPI annually, on August 15<sup>th</sup>. The summative report is presented to the State Board of Education for information and discussion each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, Coordinated School Health Program status and trend data since the 2003/2004 school year (beginning next year, changes reflecting the Whole School, Whole Community, Whole Child Model will be assessed). This report represents results from the 2015/2016 school year.

**Recommendations:**

It is recommended that the State Board accept the Healthy Active Children report.

**BUSINESS OPERATIONS COMMITTEE MEETING  
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

**CONSENT**

**BSOP 4 – Joint Legislative Education Oversight Committee Report: Strengthen Teacher Licensure and Modify Licensure Fees**

**Policy Implications:** General Statute 115-26 (a)

**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 3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Ms. Susan Ruiz (Section Chief, Licensure Section)

**Description:**

In accordance with GS 115C-296(a3), the SBE shall report to the JLEOC by March 15 in any year that the amount of fees in the fee schedule established under subsection (a2) of this section has been modified during the previous 12 months. The report shall include the number of personnel paid from licensure receipts, any change in personnel paid from receipts, other related costs covered by the receipts, and the estimated unexpended receipts as of June 30 of the year reported.

**Recommendations:**

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

**Discussion/Comments:**

- Please note that SLA Committee Chair, Eric Davis recused himself from the discussion and vote on the BSOP agenda items and was not on the phone.

**CONSENT**

**BSOP 5 – Advanced Placement/International Baccalaureate Teacher Bonus Report**

**Policy Implications:** Appropriations Bill 2016-94 Section 8.8

**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):** Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Appropriations Bill 2016-94 Section 8.8 states that the State Board shall report on the amount of bonuses awarded to advanced course teachers, including the amount awarded for Advanced Placement courses and the amount awarded for International Baccalaureate Diploma Programme courses, to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Fiscal Research Division by March 15, 2017, and again by March 15, 2018.

**Recommendations:**

The NCSBE is asked to approve the report for submission by March 15, 2017.

**Discussion/Comments:**

- Please note that SLA Committee Chair, Eric Davis recused himself from the discussion and vote on the BSOP agenda items and was not on the phone.

**CONSENT**

**BSOP 6 – Industry Certifications and Credentials Teacher Bonus Report**

**Policy Implications:** Appropriations Bill 2016-94 Section 8.9

**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):** Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Appropriations Bill 2016-94 Section 8.9 states that the State Board shall report on the amount of bonuses awarded to teachers who teach students earning approved industry certifications or credentials and the type of industry certifications and credentials earned by their students to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Fiscal Research Division by March 15, 2017, and again by March 15, 2018.

**Recommendations:**

The NCSBE is asked to approve the report for submission by March 15, 2017.

**Discussion/Comments:**

- Please note that SLA Committee Chair, Eric Davis recused himself from the discussion and vote on the BSOP agenda items and was not on the phone.

**CONSENT**

**BSOP 7 – Third-Grade Reading Teacher Performance Pilot Bonus Report**

**Policy Implications:** Appropriations Bill 2016-94 Section 9.7

**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

**Description:**

Appropriations Bill 2016-94 Section 9.7 states that the State Board of Education shall report on the distribution of statewide bonuses related to the Third-Grade Reading Teacher Performance Pilot Program, among local school administrative units and the distribution of bonuses within local school administrative units as among individual schools to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Fiscal Research Division on March 1, 2017, and again on March 1, 2018.

**Recommendations:**

The NCSBE is asked to approve the report for submission by March 1, 2017.

**Discussion/Comments:**

- Please note that SLA Committee Chair, Eric Davis recused himself from the discussion and vote on the BSOP agenda items and was not on the phone.

Chairman Cobey recognized Vice Chair Dr. Olivia Oxendine of the Student Learning and Achievement in Mr. Davis's absence.

**STUDENT LEARNING AND ACHIEVEMENT  
COMMITTEE MEETING**

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

**ACTION**

**SLA 1 – Report to the North Carolina General Assembly: Career and College-Ready Graduates**

**Policy Implications:** Section 10.13 of S.L. 2015-241

**SBE Strategic Goal**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post-secondary education.
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

2. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Lisa Chapman (NC Community Colleges)

**Description:**

Section 10.13 of S.L. 2015-241, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program for implementation, beginning in the 2016-17 school year, that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners.

This program will be mandatory for high school students in their senior year who have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System will provide oversight for the program.

In working to design the program, the NCCCS and DPI are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college-ready graduate program. The team is composed of mathematics faculty, English/reading faculty, and statewide association representatives.

The team investigated programs in North Carolina as well as other states and identified four tenets essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the state-wide need.
3. The program should build on policies already in place as well as possible partnerships with work already occurring within the state.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

Wake Technical Community College was designated as the Lead College, via a competitive RFP process, to assist with coordination of community college/high school partnerships and organizing regional professional development. Nine model programs have been studied by NCCCS in 2016-2017 and have developed the draft report for the State Board of Education and State Board of Community Colleges review to submit to the Joint Legislative Education Oversight Committee by March 15, 2017.

**Recommendations:**

It is recommended that the SBE accept the report and approve its being transmitted to the General Assembly by the NC Community College System Office. The Department strongly supports a pilot year and feels areas

of concern regarding the development and implementation of the final plan can be worked out in partnership with the Community College System office.

**Discussion/Comments:**

- Committee Vice Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no additional discussion.

*Upon motion by Dr. Olivia Oxendine and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the Report to the North Carolina General Assembly: Career and College-Ready Graduates as presented. (See attachment SLA 1)*

***ACTION ON FIRST READING***

**SLA 2 – Approval of the School Calendar for the North Carolina Residential Schools for the Deaf and Blind**

**Policy Implications:** G.S. 116C

**SBE Strategic Goal:**

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

**Objective(s):**

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
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(s):**

1. Increase the number of students who graduate from high school with post-secondary credit
2. Increase the number of teachers and students using digital learning tools

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

**Objective(s)**

1. Develop and support highly effective teachers
2. Develop and support highly effective principals

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

**Objective(s)**

2. Use Home Base as an essential resource for instructional delivery and communications with parents and students
3. Use State and federal funding according to State and federal laws and State Board of Education policies

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

1. Create and maintain a safe and respectful school environment

2. Promote healthy, active lifestyles for students
3. Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Mr. Adam Levinson (Chief of Staff) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**

The Residential Schools for the Deaf and Blind seek State Board of Education approval of the 2017-2018 academic calendar for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). Each calendar indicates the total number of days allocated for student instruction, teacher workdays, and holidays. The three school calendars are attached to this item.

**Recommendations:**

It is recommended that the North Carolina State Board of Education approve, as presented, the school calendars for the Residential Schools for the Deaf and Blind.

**Discussion/Comments:**

- Committee Vice Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no additional discussion.

<i>Upon motion by <u>Dr. Olivia Oxendine</u> and seconded by <u>Ms. Tricia Willoughby</u>, the Board voted unanimously to approve the School Calendar for the NC Residential Schools for the Deaf and Blind as presented. (See attachment SLA 2)</i>
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**DISCUSSION**

**MOVED TO ACTION ON FIRST READ**

**SLA 3 – Council on Educational Services for Exceptional Children – Membership Vacancies**

**Policy Implications:** General Statute §115C-121.1

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

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

In accordance with State Board of Education policy, the Council has 27 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three vacancies: one (1) to represent Parents of Children with Disabilities; one (1) Local Education Agency General Education Administrator; and one (1) Charter School representative. The vacancies are due to appointment resignation, no longer eligible to represent the position, and/or term maximization. At the January meeting, the State Board of Education is asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

**Recommendations:**

The State Board of Education is asked to submit recommendations to fill the vacancies.

**Discussion/Comments:**

- SLA Committee Vice Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- Dr. Oxendine asked that this item become an Action on First Reading item to approve the one recommendation presented this month.
- Chairman Cobey approved without objection.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the placement of Ms. Leslie Sellars to represent Parents of Disability Children on the Council on Educational Services for Exceptional Children Membership as presented. (See attachment SLA 3)*



***DISCUSSION***

**SLA 4 – English Language Arts Draft Standards Revision**

**Policy Implications:** SBE#: SCOS-012

**SBE Strategic Goal:**

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

Objective 1.2 Graduate students prepared for post-secondary education

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Dr. Julie Joslin (Section Chief, K-12 English Language Arts Section)

**Description:**

In fulfillment of policy SCOS-012, a review and revision of the English Language Arts (ELA) standards has been conducted for ELA K-12. Draft One was shared with local education agencies across the state to obtain a first round of feedback. The results of the initial feedback were compiled and considered by the Writing Teams. Draft Two was completed and posted for public comment. Data from this survey were compiled and applied, and writers completed Draft Three.

Drafts One and Two are posted for reference on eBoard. Draft Three of the revised standards is presented for Discussion.

**Recommendations:**

It is recommended that the State Board provide feedback and input on the proposed changes and return the item for approval and action at the April 2017 State Board meeting.

**Discussion/Comments:**

- SLA Committee Vice Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.

This item was presented for Discussion during the March State Board of Education meeting and returns for Action in April 2017. (See Attachment SLA 4)

***NEW BUSINESS***

- **NC Check-ins Update**
  - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Howard provided the Board with important information on the progress of NC Check-Ins.

- **Every Student Succeeds Act (ESSA) Update**
  - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
  - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Fabrizio presented the monthly update on ESSA. He provided Board members with new details provided recently on ESSA as the Agency continues developing the ESSA plan.

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

***ACTION***

**EICS 1 – 2017 Renewal Recommendation for Carter G. Woodson Charter School**

**Policy Implications:** General Statute §115C-218; SBE Policy TCS-U-007

**SBE Strategic Goal:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

To receive a recommendation for renewal, the school must meet the requirements outlined in GS 115C-218 which states:

- (a) The State Board of Education shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards.
- (b) The State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of ten years unless one of the following applies:
  - (1) The charter school has not provided financially sound audits for the immediately preceding three years.
  - (2) The charter school's student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
  - (3) The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

If one of the conditions set forth in subdivisions (1) through (3) of this subsection applies, then the State Board may renew the charter for a period of less than ten years or not renew the charter."

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, Carter G. Woodson Charter School requested renewal of their charters that will expire June 30, 2017: The school was given an initial recommendation for a (3) three-year charter renewal. However, the State Board of Education elected to delay the renewal decision to allow time for further review.

**Recommendations:**

The Charter Schools Advisory Board recommends that Carter G. Woodson Charter School be granted a (3) year renewal term to begin July 1, 2017.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor reminded the Board that this item was an action item agenda in February, and the Board agreed to delay and make decisions this month. Ms. Taylor recognized Mr. Collins to make the motion.
- Vice Chairman Collins made the motion that the Board renew Carter G. Woodson Charter School for three years, but during that time, should they exceed growth for both 2016-17 and 2017-18, and submit all the required documents required from the SBE, the term may become ten years. Should that happen, Carter G. Woodson Charter School would have to return to the CSAB to get approval on this.

*Upon motion by Mr. A.L. Collins and seconded by Mr. Gregory Alcorn, the Board voted unanimously to renew Carter G. Woodson Charter School for three years, but during that time, should they exceed growth for both 2016-17 and 2017-18, and submit all the required documents required from the State Board of Education, the term may become a total of ten years as presented. (See attachment EICS 1)*

***ACTION***

**EICS 2 – 2017 Renewal Recommendation for Kestrel Heights Charter School**

**Policy Implications:** General Statute §115C-218; SBE Policy TCS-U-007

**SBE Strategic Goal:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, Kestrel Heights is requesting renewal of its charters that will expire June 30, 2017.

**Background:**

At the regularly-scheduled State Board of Education (SBE) meeting on February 6, 2014, the SBE approved a recommendation from the Charter Schools Advisory Board that Kestrel Heights Charter School receive a five-year renewal if the school remained compliant in all areas through June 30, 2014. The recommendation also stated that if the charter school was not compliant, the renewal term would be reduced from five (5) to three (3) years. During the term of the five (5) year renewal cycle, the Office of Charter Schools discovered governance concerns and issued a Cautionary Status letter to Kestrel Heights informing the board that the renewal was being reduced to three years. Subsequently, Kestrel Heights was granted a three (3) year charter renewal in 2014 to be renewed again during the 2017 renewal year.

**2017 Renewal Activity:**

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms and a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. During the completion of this process, discrepancies of academic transcripts of graduated seniors of Kestrel Heights was reported by Kestrel Heights to the OCS. As a result, Kestrel Heights Charter School's renewal recommendation was delayed pending further investigation. On January 11, 2017, after further investigation, the Charter School Advisory Board (CSAB) made the following recommendation:

- Kestrel Heights charter be renewed for a period of three years for K-8 with five (5) stipulations:
  1. Effective July 1, 2017, the charter is amended to the grades served on grades Kindergarten through eighth grade.
  2. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future Ready Core diploma, and that the remedy may not be a Kestrel Heights designated diploma monthly report.
  3. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report to the Office of Charter Schools of those efforts and the results of those efforts.
  4. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
  5. Kestrel Heights must agree to no grade expansion to high school for its charter term.

**Recommendations:**

It is recommended that the State Board of Education approve the renewal recommendation of the Charter School Advisory Board.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor reminded the Board that last month the Board postponed voting on this item until March to take additional time to consider the significant amount of information regarding the school that was provided by both the school leaders, students, parents and the public.
- Ms. Taylor added that by closing only the high school grades demonstrates the Board's hope that Kestrel Heights Board will be able to operate grades K-8 in a successful manner and one consistent with the terms of the charter.
- Ms. Taylor also added that this action in effect simply imposes a three-year moratorium on the operation of a high school. This will permit Kestrel Heights Board to regroup, revise its procedures and invest the necessary attention required by this Board, to ensure the possibility of operating the high school at a future time. She also stated that without taking this action, the students and families are the ones that will suffer.
- Ms. Taylor noted that for the action of adults who entrusted with properly educating and accounting for their education, this is certainly unfortunate, but it is necessary. The Board of Kestrel Heights needs to improve its management and be monitored more closely, if it is going to remain open as a K-8 school. Therefore, Ms. Taylor moved that the State Board of Education accept the CSAB recommendation as follows:
- Kestrel Heights charter be renewed for a period of three years for K-8 with five (5) stipulations:
  1. Effective July 1, 2017, the charter is amended to the grades served on grades Kindergarten through eighth grade.
  2. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future Ready Core diploma, and that the remedy may not be a Kestrel Heights designated diploma monthly report.
  3. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report to the Office of Charter Schools of those efforts and the results of those efforts.
  4. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
  5. Kestrel Heights must agree to no grade expansion to high school for its charter term.

Absent a written agreement by Kestrel Heights Board sent to the Office of Charter School by 5:00 PM, Friday, March 10, 2017, not to request additional grades to the K-8 school for the next three school years. Then the State Board of Education decision is to non-renew the entire Charter of Kestrel Heights Charter effective June 30, 2017. Ms. Taylor also stated that the school will be given ten days to request a review panel of State Board of Education, which will enable another review of this issue of the State Board of Education.

- Ms. Taylor asked Dr. Deanna Townsend-Smith to give additional information on the charter renewal history for Kestrel Heights. Dr. Townsend-Smith stated that Kestrel Heights was granted its original charter in 1998, and was granted renewal for ten years on its renewal schedule.
- In February 2014, the Board accepted the recommendation of the CSAB for Kestrel Heights to receive a five-year charter due to some compliance problems. Dr. Townsend-Smith stated that with that charter term at that time, it was fully communicated that this was a five-year charter term, and at any point this during the charter term, if there were any compliance issues, the charter term would be reduced to three years. During that time, the Office of Charter Schools discovered that there were governance and compliance problems. She noted that the five-year charter was then decreased to a three-year charter,

which necessitated another renewal at this time. Dr. Townsend-Smith shared that the Kestrel Heights charter terms have never been full charter terms except for the initial charter where that got a ten-year charter renewal.

- Ms. White asked about procedures and if there are any issues during the three-year term. Dr. Townsend-Smith replied that at any point of the charter term, compliance issues that brought to light, those issues are discussed in front of the CSAB. The CSAB can then make an alternate recommendation, regardless of the term that is granted to the school.
- Dr. Oxendine asked if the OSC could audit transcripts in Power School. Dr. Townsend-Smith replied that OCS has recently adopted additional protocols around the high school charter schools, which include getting copies of their policies on how they are graduating students from one grade to the next, and ultimately for them to receive a diploma. She also added that OCS is working within the Department to grant access to those transcripts in Power School to uncover any issues, in addition to going to the high schools and auditing student files. Mr. Collins noted that at some point the Board is failing the other 350 students, and would be open to any other type of solution in the future to help resolve this situation. He added that there should be established some type of take-over team for these responsibilities.
- Chairman Cobey reminded the Board that the Legislature gave the Board authority to work with schools to be assumed. He asked if it is too late if a credible group stepped forward and communicated to the Kestrel Board that they would like to take over the school. Dr. Townsend-Smith responded that if the Kestrel Heights Board were to make such a recommendation, OCS would have to work expeditiously to make sure that it happens by the end of this school year.
- Lt. Governor Forest recommended that for future Board meetings that our Charter School Director and Office of Charter School, come up with some processes and procedures that may relate to this and give the State Board a bevy of options that may be able to move toward. He added that it is time to put together a list of what our options are to be able to go through the proper process.

*Upon motion by Ms. Rebecca Taylor and seconded by Ms. Tricia Willoughby, the Board voted unanimously to adopt the CSAB recommendation to non-renew Kestrel Heights High School and to renew grades K-8 for three years with certain conditions as presented. (See attachment EICS 2)*

***ACTION***

**EICS 3 – New Policy Recommendation for Charter Schools to Receive Alternative School Status**

**Policy Implications:** SBE Policy #: TCS-U-011, GCS-Q-001

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The Charter Schools Advisory Board (CSAB) recommends that the State Board of Education adopt a new policy for charter schools to receive alternative status. In 2009, the SBE eliminated its policy for a Charter School to be Designated as an Alternative Charter School (TCS-U-011). While TCS-U-011 was eliminated, the board has a Policy Regarding Dropout Prevention and Students At-Risk (GCS-Q-001) which provides a

provision for charter schools to receive alternative status if meeting certain requirements. Currently, the criteria of GSC-Q-001 proves problematic for charter schools seeking this status as its licensure status requirements conflict with the 50% requirement outlined in the charter statute.

At its October 2016 - January 2017 meetings, the CSAB deliberated and determined a specific policy for charter schools is needed when determining alternative status for charter schools. The attached draft policy reflects the CSAB recommendation based on feedback from various stakeholders including the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.

<i>Upon motion by <u>Ms. Rebecca Taylor</u> and seconded by <u>Ms. Amy White</u>, the Board voted unanimously to approve the New Policy Recommendation for Charter Schools to Receive Alternative School Status as presented. (See attachment EICS 3)</i>
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**DISCUSSION**  
**MOVED TO ACTION ON FIRST READING**

**EICS 4 – Recommendation to the SBE Adjusting the Charter School Application Timeline and Process**

**SBE Strategic Plan:**

- Goal 1:** Every student has a personalized education
- Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Per State Board of Education (SBE) Policy CHTR-12, the SBE must approve the charter school application process and timeline prior to each application round. The SBE established and adopted the timeline and process for the 2016 application round on May 5, 2016, (see attached) and the Charter School Advisory Board (CSAB) now recommends to the SBE adjustments to the established process. Specifically, the CSAB makes the following two (2) recommendations to the SBE on its process in considering applications for new charter schools:

3. Prior to denying any charter school application that received a majority vote to approve by the CSAB, the SBE will return the application to the CSAB for further review before denial on second reading.

4. The CSAB shall complete its recommendations to the SBE on charter school applications by its April meeting each year. The CSAB will present its recommendations to the SBE at the May SBE meeting for discussion. The SBE will approve or deny all charter school applications by its June meeting each year, except those applications returned to the CSAB for further consideration under part one of this recommendation, which the SBE will approve or deny by its August meeting each year.

**Recommendations:**

The CSAB recommends that the State Board of Education approve its recommendation on adjusting the procedural process on approving applications.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor stated that the Board had a healthy discussion on this item last month, and were all in agreement that the Board needs to make some changes.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Ms. Gregory Alcorn, the Board voted unanimously to approve the recommendation to the SBE adjusting the Charter School Application Timeline and Process as presented. (See attachment EICS 4)*

**DISCUSSION**

**EICS 5 – Submission of Restart Applications**

**Policy Implications:**

**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 post-secondary 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 post-secondary 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. Nancy Barbour (Director, District and School Transformation)

**Description:**

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the April State Board Meeting. Applications Submitted for Approval:



**Bertie County Schools**

1. Bertie High School

**Weldon City Schools**

1. Weldon Elementary Global Academy
2. Weldon Stem High School Career Academies

**Johnston County Schools**

1. Cooper Elementary
2. North Johnston Middle

**Northampton County Schools**

1. Northampton County High

**Iredell-Statesville Public Schools**

1. NB Mills School
2. Statesville Middle School
3. Troutman Middle School
4. Statesville High School

**Halifax County Schools**

1. Davie Middle School
2. Northwest High School
3. Scotland Neck Elementary School
4. Everetts Elementary School

**Recommendations:**

It is recommended that the State Board review and discuss these applications.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that a thorough discussion was presented on this item.
- Ms. Taylor stated that this item will return for vote on this item in April.

This item was presented for Discussion during the March State Board of Education meeting and returns for Action in April 2017. (See Attachment EICS 5)

***DISCUSSION******MOVED TO ACTION ON FIRST READING*****EICS 6 – Coastal Preparatory Academy’s Amendment Request to Amend its First-Year Enrollment Projection****SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

**Description:**

Coastal Preparatory Academy, (CPA; New Hanover County) requests that the State Board of Education (SBE) allow it to open with grades K-6 instead of grades K-5, as originally indicated in the application. In August 2015, the SBE granted final approval to CPA to open in August 2016. In April 2016, the SBE granted a one-year delay in opening for CPA at the CPA board’s request.

In a January 2017 letter to the Office of Charter Schools, the nonprofit board that oversees CPA stated that it wishes to open with grades K-6 instead of K-5 because of the demand that it has received for sixth grade and because its facility affords it the ability to accommodate sixth grade. The board’s request letter, which is included as an attachment, outlines this request.

CPA’s original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year: 2016-17	K,01,02,03,04,05	396
Second Year: 2017-18	K,01,02,03,04,05,06	490
Third Year: 2018-19	K,01,02,03,04,05,06,07	587
Fourth Year: 2019-20	K,01,02,03,04,05,06,07,08	684
Fifth Year: 2020-21	K,01,02,03,04,05,06,07,08	731

CPA’s requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year: 2017-18	K,01,02,03,04,05,06	490
Second Year: 2018-19	K,01,02,03,04,05,06,07	587
Third Year: 2019-20	K,01,02,03,04,05,06,07,08	684
Fourth Year: 2020-21	K,01,02,03,04,05,06,07,08	731

Note: Since CPA was delayed in opening by one school year, and since that year will count as a year of the signed charter agreement, the school will only serve students for four years of its initial five-year charter.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this request for Coastal Preparatory Academy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that a thorough discussion occurred on this item.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Coastal Preparatory Academy's Amendment Request to Amend its First-Year Enrollment Projection as presented. (See attachment EICS 6)*

**DISCUSSION**

**MOVED TO ACTION ON FIRST READING**

**EICS 7 – Coastal Preparatory Academy's Amendment Request to Amend its Charter**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

State Board of Education policy CHTR-014 provides existing charter schools a framework to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. This proposed amendment -- becoming part of TEAM CFA -- has been historically brought before the State Board and Coastal Preparatory Academy now seeks that same consideration.

Costal Preparatory Academy (New Hanover County) will open as a charter school in fall of 2017. The school is requesting to modify the school's name and curriculum. These changes are due to the partnering with the Challenge Foundation Academy. By entering this agreement, Coastal Preparatory Academy would acknowledge the affiliation by the addition of "A Challenge Foundation Academy" to the school name. The school's full name would then become Coastal Preparatory Academy: A Challenge Foundation Academy.

The nonprofit board of Coastal Preparatory Academy unanimously voted in support of an affiliation with Team CFA pending approval by the State Board of Education. This partnership will allow the school to receive assistance with implementation of the Core Knowledge and Singapore Math curriculum as well as marketing and technology training.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this request for Coastal Preparatory Academy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that a thorough discussion was presented on this item.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Ms. A.L. Collins, the Board voted unanimously to approve the Coastal Preparatory Academy's Amendment Request to Amend its Charter as presented. (See attachment EICS 7)*

**DISCUSSION**

**MOVED TO ACTION ON FIRST READING**

**EICS 8 – Unity Classical Charter School's Request to Amend its Charter**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools).

**Description:**

State Board of Education policy CHTR-014 provides existing charter schools a framework to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. This proposed amendment -- becoming part of TEAM CFA -- has been historically brought before the State Board and Unity Classical Charter School now seeks that same consideration.

Unity Classical Charter School (Mecklenburg County) will open as a charter school in fall of 2017. The school is requesting to modify the school's name. This change is due to the partnering with the Challenge Foundation Academy. By entering this agreement, Unity Classical Charter School would acknowledge the affiliation by the addition of "A Challenge Foundation Academy" to the school name. The school's full name would then become Unity Classical Charter School: A Challenge Foundation Academy. The nonprofit board of Unity Classical Charter School unanimously voted in support of an affiliation with Team CFA pending approval by the State Board of Education.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this request for Unity Classical Charter School

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that a thorough discussion was presented on this item.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. A.L. Collins, the Board voted unanimously to approve the Unity Classical Charter School's request to Amend its Charter as presented. (See attachment EICS 8)*

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

**NEW BUSINESS**

- ❖ **Statewide Service Support Team Update**
  - ❖ **Dr. Lynne Johnson (Director, Educator Effectiveness)**
  - ❖ **Dr. Frances Harris-Burke (Service Support Coordinator)**

Dr. Johnson and Dr. Harris-Burke updated the Board members on the Agency's work of the Statewide Service Support Team.

**HEALTHY RESPONSIBLE STUDENT  
COMMITTEE MEETING  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

**DISCUSSION**

**HRS 2 – School-Based Mental Health Initiative**

**Policy Implications:**

**Description:**

**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. The North Carolina School Mental Health Initiative (NC SMHI) was established as a multi-disciplinary interagency partnership with broad representation consisting of public educators, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. This purpose-driven and outcome-oriented partnership began its work by establishing a clear mission and mutually agreed upon definition of mental health services.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Recommendations:**

The State Board of Education is asked to discuss and consider approval of a new policy to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services

**Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby noted staff presented a comprehensive report on this item during the HRS Committee meeting on Wednesday and will vote on this item in April.
- There was no further discussion.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

***ACTION ON FIRST READING***

**BSOP 1 – Mathematics and Science Partnership (MSP) Grant**

**Policy Implications:** SBE# TCS-O-001

**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 3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

**Description:**

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to Local Education Agencies (LEAs) with demonstrated need in mathematics and science. Local Education Agencies must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. Grants are given for one year, with the possibility of renewal for two subsequent years.

**Recommendations:**

The State Board of Education is asked to amend previous grant approval submitted at the June 2016 SBE meeting of continued funding of this project (Brunswick County) for the amount stipulated in the attachment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Dr. Jennifer Curtis during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the Mathematics and Science Partnership (MSP) Grant as presented. (See Attachment BSOP 1)*

***ACTION ON FIRST READING***

**BSOP 2 – Amendment to SBE Third-Grade Reading Bonus Policy**

**Policy Implications:** Appropriations Bill 2016-94, Section 9.7

**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):** Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Appropriations Bill 2016-94 Section 9.7 appropriates \$10,000,000 for bonuses for third-grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

At its October 2016 meeting, the State Board of Education approved the allotment policy for the distribution of funds appropriated for third-grade reading teacher bonuses. The distribution calculation of these funds were approved in January 2017. This item modifies the policy, affecting the State level third-grade bonus only. The Department of Public Instruction (DPI) calculated the amount of the award for each teacher who earned a State level award (i.e. was in the top 25% of the State). The legislation stated that the teachers were required to be teaching third-grade in the same local education agencies to be eligible to receive the award. Therefore, the awards for ineligible teachers were unspent. This item adds language to the policy to reallocate the unspent funds in equal amounts to the eligible teachers. This method is consistent with the LEA level bonus.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed policy amendment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Dr. Jennifer Curtis during the BSOP Committee meeting on Wednesday.

*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the Amendment to SBE Third-Grade Reading Bonus Policy as presented. (See Attachment BSOP 2)*

***ACTION ON FIRST READING***

**BSOP 3 – Policy Amendments to SBOP-029; Classifying the Exceptional Children Accountability Tracking System (ECATS) Special Education Module to a Uniform Education Reporting System (UERS) Compliant System**

**Policy Implications:** GS 115C-12; GS 115C-438; 20 USC § 1232g: SBE# SBOP-029

**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):** Dr. Maria Pitre-Martin, (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Mr. William Hussey (Director, Exceptional Children Division), and Mr. Quentin Parker, IT Manager Business Technology, Enterprise Applications

**Recommendations:**

It is recommended that the State Board of Education approve the proposed policy amendment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Dr. Jennifer Curtis during the BSOP Committee meeting on Wednesday.

*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the Policy Amendment to SBOP-029: Classifying the Exceptional Children Accountability Tracking System (ECATS) Special Education Module to a Uniform Education Reporting System (UERS) Compliant System as presented. (See Attachment BSOP 3)*

**CHAIRMAN’S CLOSING COMMENTS**

Under the Chairman’s Remarks, Chairman Cobey thanked the Board members and advisors for their preparation for the Board Meeting this month. He stated as always, the agenda has been full and robust, but that is exactly what the Board should expect each month when you consider the breadth and depth of all of the items that are on the monthly agendas in the name of 1.5+ million school children.

Chairman Cobey also stated that the Board expects monthly to study and make decisions on their behalf on topics ranging from financial issues, to health and safety issues, to academic standards, to educator effectiveness and leadership development, to school improvement, to education innovation – and the list goes on. He shared that he is always grateful to all for the role they play in working for, advocating for, and supporting public education in all of the multiple forms possible.

Chairman Cobey also thanked the external education partners in public education, many of which are represented here each month by members of their organizations. He reiterated how much the Board appreciates your feedback, your support, and your advocacy for the issues and challenges we face.

Chairman Cobey recognized Mr. Alcorn for a New Business item.

Mr. Alcorn would like to make motion to the Board on the vacancy for the Chief Finance Officer. He reminded the Board that Mr. Philip Price retired from the agency. In an effort to fill that vacancy, Mr. Alcorn led the efforts to review several qualified applicants, interviewed applicants and screened appropriately and checked references. Mr. Alcorn stated that on behalf of the committee and based on the candidate’s superior qualifications, he moved that the State Board of Education appoint Mr. Adam Levinson to the fill the vacancy of Chief Finance Officer, effective today. Second by Mr. Rebecca Taylor.

*Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Rebecca Taylor, the State Board of Education voted to approve the appointment of Mr. Adam Levinson to fill the vacancy of Chief Finance Officer effective March 2, 2017, as presented. One opposed vote was cast by Dr. Olivia Oxendine.*

Mr. Alcorn moved that the State Board of Education designate the State Superintendent’s legislative position as exempt.



*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve that the SBE designate the State Superintendent's legislative position as exempt as presented.*

Chairman Cobey reminded the Board of its semi-annual planning and work session will on Tuesday, May 2, 2017, and that it will be paired with the May 3-4, 2017 monthly meeting. He stated that the meeting will not be out of town this time. Chairman Cobey informed the Board to please mark their calendars; logistical information will be forthcoming. He also noted that at this meeting, the Board will focus primarily on ESSA, and will invite LEA practitioners and maybe other stakeholders to join in the morning session, and then have a full Board discussion after their input.

Chairman Cobey then reminded Board members that the Board now has a "good-bye" this morning for a very special person who retired effective March 1, and that is Mr. Philip Price, former Chief Finance Officer.

Chairman Cobey shared some background information about Philip Price to the Board members and the audience. Mr. Price joined DPI in 1978 after graduating with degrees in both Accounting and Economics from North Carolina State University, and he has remained an avid Wolfpack fan since his days there as a student. His work at DPI has been in various capacities in the accounting operations of DPI, learning school finance from every possible aspect, at every possible level. Mr. Price left the agency in 1999 to join Fiscal Research but was recruited back to DPI in 2002 to assume the CFO role. Mr. Price has been such an integral part of DPI and has endeared himself to so many people here and across the state. Mr. Price began an internship program here in the agency in the mid 2000's. That program mentored and taught some terrific college and graduate students about the finance and policy aspects of public education. A number of those interns eventually made their way back to DPI in fulltime positions and are among our best and brightest young employees. This is just one small example of Mr. Price's contribution to this agency, but it is an example of work that had a vision of developing a pipeline of great talent for DPI and school systems in the fields of finance, public policy, and research.

Chairman Cobey invited Mr. Price forward to honor him for his service. Lt. Governor Dan Forest presented the "Order of the Long-Leaf Pine" and the Board and staff members recited the toast to Mr. Price. Chairman Cobey invited the Board to come forward to pose for a photo with him.

Mr. Price started out by expressing his appreciation to the State Board of Education for what they do for public schools. He acknowledged that this Board is an extremely good example of the group of leaders who care about the public-school students, and it has been a pleasure working with the Board. He noted that it is very important that each child can get a very good education.

Mr. Price noted several things that were important to his career: He stated that he started in 1978, when we were all community colleges and public schools and were all together. He shared that Dick Spangler was the SBE Board Chair and he hired James Barbour who became Philip's mentor; learning from former CFO Jim Barber about the importance of building relationships between legislators, leadership, and the State Board; developing accounting systems in school districts; working with the State Board to establish a finance officer certification with minimal requirements for the finance officers, building a high quality finance team across school districts; developing the Uniform Education Reporting System (UERS) and development of PowerSchool and Home Base.

Mr. Price credited accomplishments during his tenure to the people that he had been fortunate to work with here at DPI. He noted that funding goes out on a perfect schedule, and that the billions of dollars are well accounted for. He thanked the Board for allowing him to be the CIO for a few years and expressed his pride at establishing the Internship Program at DPI and noted that the Department has hired four interns for this summer, two from UNC-Chapel Hill, one from Duke and one from UNC-Greensboro. The intern program enabled the Department to do some quality research. The program is highly competitive and has had some fantastic employees that have come from this program.

In closing Mr. Price reminded everyone, that all our school districts and charter schools come to work every day for one real reason, and that is to look after North Carolina's extremely valuable resource, which are the students who attend our public schools.

He told Board members that he did not take this job for the money or for the praise; he took it because we can make a difference in our most valuable resources lives. He stated that we do make a difference in the Department of Public Instruction, and he thanked everyone for looking out for our students so their future will be bright.

Mr. Price and Board members posed for a picture after he accepted a crystal apple from Board members as a token of their appreciation for his service to North Carolina, the Board, and public schools.

### **ADJOURNMENT**

Indicating no other business, Chairman Cobey requested a motion to adjourn.

*Upon motion by Ms. Rebecca Taylor and seconded by, Ms. Tricia Willoughby, Board members voted unanimously to adjourn the March 2, 2017, meeting of the State Board of Education.*