

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 3-4, 2018**

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

William Cobey, Chairman
A.L. Collins
Eric Davis
Todd Chasteen
Lt. Governor Dan Forest

Wayne McDevitt
Rebecca Taylor (via phone)
Olivia Oxendine
Amy White
Patricia Willoughby

Also present were:

State Superintendent Mark Johnson
Roberta Scott, Local Board Member Advisor

Jason Griffin, Principal of the Year Advisor
Lisa Godwin, Teacher of the Year Advisor
Bobby Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

SBE Chairman Cobey called the Wednesday session of the State Board of Education meeting to order and declared the Board in official session. Chairman Cobey welcomed all visitors and online listeners and noted that today's meeting is audio-streamed and that the agenda and all materials are posted online, accessible on the State Board's meeting website.

Chairman Cobey noted that the Board's official meeting day is the first Thursday of the month and that committee meetings are held on the Wednesday preceding. Chairman Cobey acknowledged the return of everyone from the holiday season and expressed hope that everyone is eager and excited to begin the 2018 new year. He called attention to the fact that we have a new face at the Board table this month – Ms. Roberta Scott of the Warren County Board of Education. She is the most recent winner of the Raleigh Dingman Award from the North Carolina School Boards Association, and as such, is the local Board of Education advisor to the State Board. Chairman Cobey welcomed Ms. Scott and noted that we will have our formal recognition of her on Thursday.

Chairman Cobey read the Ethics Statement that is required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act. He 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 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.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey noted that Board members have had the opportunity to review the January agenda, and asked if there were any requests for changes. Hearing no requests for changes, he requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

All upon motion made by Ms. Tricia Willoughby and seconded by Ms. Amy White, the Board voted unanimously to approve the State Board of Education meeting agenda for January 3-4.

SBE ISSUES SESSION

Chairman Cobey began the meeting with an issues session, noting that these sessions are designed as part of the Board's annual training requirement, providing training and information on new topics that impact policy and program work or updates on significant changes of which Board members need to be aware. Chairman Cobey then recognized Dr. Lou Fabrizio to lead the Board through an update on the work on our Strategic Plan and news about North Carolina's ESSA Plan.

Dr. Fabrizio stated that the peer review process was the US Department of Education's method of seeking outside opinions of the State's plan. A reply to the USED feedback letter that notes issues and questions with NC's plan must be replied to within 15 days (by December 28).

He shared the following points made in the USED letter with the Board:

Conference call with the US Department of Education (USED) on December 13, 2017

- Materials posted to NCDPI Website and on eBoard:
 - Letter from the USED dated December 13, 2017
 - Peer Review Notes from Titles I and III sections of the plan
 - Peer Review Notes from the McKinney-Vento Act section of the plan
- Only items listed in the USED letter need to be addressed (Peer Review notes are FYI)
- USED requested responses by December 28, 2017
- NCDPI requested an extension to submit materials by January 15, 2018. It was granted with the understanding that with it being a federal holiday, the extension will be by the close of business on January 16, 2018.
- Staff in various divisions of the NCDPI are drafting responses
- NCDPI requests that the SBE delegate authority to the State Superintendent to submit the agency's official responses to the items in the USED letter
- Many of the responses involve providing additional information and clarifications
 - English Learner (EL) long-term goal and interim progress must be for all grade levels (K-12), not just grades 3-8 and one grade at high school.
 - More information needed on EVAAS reliability and validity
 - More information on School Quality and Student Success measures at the high school level; specifically, math course rigor
 - More information on the calculations for the school's performance grades
 - More information on the weighting of the indicators
 - More information on the alternative accountability methodology (specifically the alternative schools' model)
 - Need to adjust timeline for identification of schools for Targeted Support and Improvement (TSI)
 - Need to ensure progress for schools exiting Comprehensive Support and Improvement (CSI) status
 - More information on "more rigorous interventions"
 - Comprehensive Needs Assessment must include a review of resource allocations
 - More information on disproportionate rates of access to educators (need to show data specifically for low-income and minority students)
 - More information on how NC will assess effectiveness of Programs for Children and Youth who are Neglected and Delinquent
 - Need to include certification and licensing information for principals and other leaders
 - Need to include information on how NC will improve the skills of teachers, principals and other school leaders regarding English learners
 - More information on program objectives and outcomes and use of funds for Rural and Low-Income School Programs
- Dr. Fabrizio asked that the Board delegate to the State Superintendent the authority for DPI to submit NCDPI's package of responses to the USED. Chairman Cobey noted that, without objection, the request was approved. No objection was made. Chairman Cobey also asked that Superintendent Johnson inform the Board on any point that he thinks the Board must be involved.
- Superintendent Johnson acknowledged and thanked Dr. Fabrizio for all the work that he and the team have done in helping to get the ESSA plan through.
- Ms. Willoughby asked for more information on the needs to ensure progress for schools exiting Comprehensive Support and Improvement status. Dr. Fabrizio replied that the schools identified for Comprehensive Support and Improvement are the lowest 5% of Title I schools. The state will be working with those schools in some capacity, providing support over a four-year period. At the end of that period, NCDPI will determine whether a school remains or exits. In the plan, if a school is no longer in the bottom 5% of Title I schools then it would exit. Dr. Fabrizio shared that some CSI schools may only have exited because many other schools did more poorly. He noted that this was why the USED asked that NC build in some measure of progress.

Dr. Fabrizio noted the updates on State Board of Education’s Strategic Plan.

- Recommend changing the name to “SBE’s Strategic Performance Metrics”
- Recommend changing the Vision statement: Every public school student will have access to the resources and rigorous programs needed to ensure that they graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.
- Recommend changing the Mission statement: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees all students a sound basic education.
- Recommend adding an additional goal #6: “Ensure equity of educational opportunity for all students.” Include measures that address subgroup performance on End-of-Grade (EOG) and End-of-Course (EOC) assessments.
- Move Objective 2.5, its measures and targets from 2.5 to goal 6.
- Align EOG, EOC and Four-year cohort graduation rate targets to the Yearly Measures of Interim Progress Goals in the state’s Every Student Succeeds Act (ESSA) Plan.
- Include CTE credential attainment by tier level.
- Include a new measure (1.3.5) looking at “The number of LEAs offering Computer Science courses/pathway in at least one school.”
- Include a chronic absence measure (definition of missing 10% or more of school days annually). This is a revision to measure 5.3.1.
- Include two new measures for charter schools. One that looks at decreasing the percentage of charter schools identified as low-performing and one that looks at decreasing the percentage of charter schools identified as chronically low-performing using the General Assembly’s definition of low-performing and chronically low-performing schools.
- Still looking at including a College and Career Readiness index as was discussed by the SBE as an ESSA indicator.
- A red-line version of the SBE Strategic Performance Metrics will be available for discussion at its January 31, 2018, meeting.

After thorough discussion regarding the change of name of the strategic plan, the Board decided to stick with the current name.

- Mr. Davis commented on the change in the vision statement phrasing noting that it could be interpreted to change the emphasis from outputs to inputs. He suggested moving the words around “access to resources and rigorous programs” to the end of the sentence which keeps the emphasis on outputs, but adds the additional emphasis on inputs as a way to the end. Chairman Cobey stated without objection to do the technical correction.
- Mr. Collins commented that April 2, 2018, is the deadline for proposals for state testing alternatives (pilots) that are allowed under the ESSA. Mr. Collins added that some testing reform should be a part of the Strategic Plan. He added that it is an excellent opportunity to do something different. Mr. Collins stated that he would like to have a discussion at the next meeting on this issue.

Chairman Cobey recognized Dr. Marie Pitre-Martin to educate Board members and advisors on the topic of “personalized learning. Dr. Pitre-Martin provided background information regarding personalized learning across the country. In North Carolina we have described four pillars of digital-age personalized learning. She stated that step one for DPI was to ensure that we have a guiding coalition of staff within the department engaged in a true study of personalized learning. Dr. Pitre-Martin referenced page 9 of our ESSA plan noting the four pillars of personalized learning listed. She also noted that they are student centered. Dr. Pitre-Martin stated that they are now studying research around teacher behaviors and school conditions that would support digital-age personalized learning. She shared that we have the Southeast Comprehensive Center and the American Institutes for Research who support state education agencies across the country. This center provides direct services to our department here in North Carolina. The center has offered a personalized learning academy for the staff at DPI. Dr. Pitre-Martin introduced the team for a presentation on some of the research that DPI staff have been engaged in regarding this topic. Dr. Pitre-Martin also shared that our goal is to have a total of 108 staff trained in the department on personalized learning. She added that the goal is to create training modules for our LEAs and our charter schools, as well as looking at some of our current rubrics and tools, i.e., NC Star, in our digital learning competencies and how they link to the work of personalized learning. Dr. Pitre-Martin then introduced Mr. Mark Williams.

Mr. Williams introduced his team, Ms. Stephanie Bisson and Dr. Maureen Richel (who was not present). Mr. Williams shared that the three of them have been working at the Center of Innovations and Learning since its inception in 2012. He noted as a relatively new term personalized learning is subject to many definitions. The core of its meaning is consistent, and different parties place different emphasis on different parts and different concepts. North Carolina’s ESSA Plan states, “In North Carolina classrooms, personalized, digital-age learning will allow students to determine the pace at which they learn and will inspire students to take ownership of their preparation for their own path to success through an immediate career, post-secondary education, or both.”

Mr. Williams referenced the slide with a house with four rows between the roof and the foundation. The rows are North Carolina’s four pillars of personalized learning. The North Carolina pillars represent a personal odyssey for North Carolina students, allowing them first to accumulate a systematic self-examination of his or her strengths, weaknesses, preferences and goals. Clarifying personal aspirations and laying an academic path that leads to their realization is also important. On the right-hand column of the house are four of the Centers Innovations in Learning ways to personalize and address the role of the school, especially the teacher in personalizing learning students. Mr. Williams stated that the roof represents one of the two constants that run through any need of personalization - the unparalleled influence of the teacher and the relationship with the students and their families. The foundation represents the other constant in our

understanding of personalized learning - the digital learning tools that have greatly accelerated the possibilities and effectiveness of personalized learning.

A short video with Dr. Sam Redding from the Center of Innovations in Learning explained personalized learning as he worked with non-educators to a family for example. Mr. Williams and Ms. Bisson surveyed each section of the house - the four pillars. Ms. Bisson talked about relational suasion. She stated that relational suasion was strategically placed at the top of the house and provided the definition of relational suasion - the teacher's (or other respected adult's) ability to influence a student's learning and personal competencies by virtue of their personal knowledge of, and interaction with, the student and the student's family. Relational suasion is built and strengthened when the teacher's actions show that she knows them, that she cares about them as individuals and that she is confident to help them to learn.

Mr. Williams stated that the foundation of digital learning was something that North Carolina knew a lot about, particularly because of the long-standing leadership in e-learning and digital learning. He provided a definition of digital learning which is a way to use technology to support the learning process, to enhance it when it can, to manage the complexity of the learning process, as well as to document it, in addition to allowing students to access resources. Mr. Williams talked about building a learning profile for the student while the Center of Innovations in Learning build personal competencies for teachers bases on the following: Cognitive, Metacognitive, Motivational, and Social-emotional. What is a learner profile? It is a process to acquire and reflect on information about self to make better decisions about the path to the future.

- Highlights student strengths, needs, interests, preferences
- Student portfolios of work over time
- Sharing assessments, interest inventories, and career and college information with students and families
- Charting progress on coursework towards postsecondary goals
- Informing teachers about students' interests, preferences, aspirations

He added that the shift to building personalized learning is to build the learning capacity of the individual student to be an independent, self-regulating, skilled, and motivated learner by using the four propellants of learning.

- Cognitive competency – what do I know?
- Metacognitive competency – how I learn?
- Motivational competency – why I learn?
- Social/emotional competency – how I relate?

Mr. Williams then discussed the next pillar of the house which was the learning path for the students and the CIL ways to personalize is to enlist in learning pathways. What is a learning path (or pathway)? It is an evolving plan, direction for future education and possible careers. The next pillar was the advance by mastery for students while the CIL provides variations for individuals for the teachers. The last pillar is to achieve individual goals for the students while the CIL for teachers using multiple instructional modes to scaffold each student's learning.

Mr. Griffin thanked CIL for the presentation and commented about the definition of personalized learning. He asked if they felt that there was a difference in definition between personalized learning, differentiation and individualization. Mr. Williams replied that it encompasses both individualization and differentiation but with an added effort on student choice, student reflection and student preference. Dr. Oxendine asked about the preferred grade-level or age level to implement and establish a pedagogical practice. Mr. Williams replied because of their definition accommodating what has always been excellent instruction in the privacy of teacher's relationship with the students that probably does not have an age group. He added that there may be different strategies that may be used for age appropriateness. Ms. Willoughby asked would they be bringing back research data and asked about the resources that was necessary for teacher professional development. Mr. Williams responded when personalization is clearly in the hands of the teacher as the agent, they wanted to make sure that they did a thorough review of what was effective at the teacher-student level. He noted that each of the strategies has its own research base, not as a whole. Ms. Bisson replied that professional development for teachers was huge and needs to be differentiated to meet the needs of the individual teachers.

Ms. Godwin commented that testing reform needs to follow in this direction. She added that we need personalized assessments if using personalized instruction. Ms. White commented that there will be a cultural issue during implementation that schools would have to go to the model, whole schools rather than individual classrooms for students to have that same experience. Superintendent Johnson thanked CIL and Dr. Pitre-Martin and reminded the Board that this presentation was a condensed version of a two-day training that hundreds of staff will be attending. Superintendent Johnson commented that this was very new and was a huge transformation and even educators do not really know what personalized learning is yet. We are still figuring it out. He added if educators do not have a concrete definition, students and parents are not going to know what it is, and that is why we are going to start with the teacher in explaining that this is a tool for the teacher. This tool will empower them to know the student better and to help create the road map, but to also hopefully bring the teacher to where most teachers want to be as an instructional facilitator or an instructional guide.

Vice Chairman Collins then recognized Mr. Eric Davis, Committee Chair for the Student Learning and Achievement Committee.

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

SLA Committee Chair Eric Davis called the January 2018 Student Learning and Achievement Committee meeting to order.

ACTION

SLA 1 – Report to the North Carolina General Assembly: State Agency Continued Collaboration on Early Childhood Education

Policy Implications: Session Law 2016-94, SECTION 12B.5.(a) and (b)

SBE Strategic Plan

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

Objectives:

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 5: Every student is healthy safe and responsible

Objectives:

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): Dr. Pam Shue (Early Childhood Education) and Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

This report is in response to Session Law 2017-57 that requires the NC Department of Health and Human Services, in consultation with the Department of Public Instruction and any other agencies or organizations that administer, support, or study early education in the State to:

- Continue to collaborate on an ongoing basis in the development and implementation of a statewide vision for early childhood education;
- Continue developing a comprehensive approach to early childhood education, birth through third grade, including creating cross-agency accountability with a comprehensive set of data indicators, including consideration of the NC Pathways to Grade-Level Reading, to monitor and measure success of the early childhood education systems; and
- Submit a follow-up report of their findings and recommendations, including any legislative proposals, on the statewide vision for early childhood education.

This report follows the report that was submitted in January 2017 in response to Session Law 2016-94 that initiated the requirement to collaborate to develop and implement a statewide vision and comprehensive approach for early childhood education, birth through third grade, including cross-agency accountability and a comprehensive set of data indicators.

Recommendations:

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

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Superintendent Johnson who then acknowledged Dr. Pam Shue.
- Mr. Davis commented that the addition of Dr. Shue along with Mr. John Pruette, Dr. Stacey Wilson-Norman, and Dr. Maria Pitre-Martin is a terrific team that will move us forward on early childhood education.

This item was presented for Action during the January 2018 State Board of Education meeting. (See Attachment SLA 1)

ACTION

SLA 2 – High School Accreditation Recommendation for J.P. Knapp Early College (Currituck County Schools)

Policy Implications:

SBE Strategic Plan

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

Objectives:

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)

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required, outside peer review or audit. J. P. Knapp Early College is requesting accreditation from the State Board of Education:

Per SBE policy ACCR-000, DPI staff has examined the student performance data, including the schools’ overall performance, cohort graduation rate, and post-secondary readiness measures (Math Course Rigor, ACT performance, and ACT WorkKeys performance). The school provided the school’s improvement plan and meeting minutes of the school improvement team for review. Additionally, the school conducted a self-evaluation using the self-evaluation component of DPI’s Comprehensive Needs Assessment.

Recommendations:

It is recommended that the SBE approve accredited status for J.P. Knapp Early College.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion last month on this item.

This item was presented for Action during the January 2018 State Board of Education meeting. (See Attachment SLA 2)

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the January 2018 SLA Committee meeting. Chairman Cobey then noted that the Board would break for lunch.

Chairman Cobey welcomed everyone back to the Board meeting, following the lunch break. Chairman Cobey noted that the morning agenda included an update from Dr. Fabrizio on our Strategic Plan and the ESSA plan and learned about Personalized Learning from Dr. Pitre-Martin and the staff from the Center for Innovations and Learning.

Chairman Cobey then recognized Lt. Governor Dan Forest, Committee Chair for the Special Committee on Digital Learning.

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

SCDL Committee Chair Lt. Governor Dan Forest called the January 2018 Special Committee on Digital Learning meeting to order.

Presenter(s): Mr. Michael Nicolaidis, Chief Information Officer Phil Emer, Director of Technology Planning and Policy at The Friday Institute

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 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Description:

Pursuant to Session Law 2007-323 SECTION 7.28(d), the State Board of Education shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD). In this report, we provide an update on SCI financial activities for fiscal year 2017 (FY2017) beginning July 1, 2016 through June 30, 2017, and discusses operational activities over the calendar year 2017 (CY2017) beginning January 1, 2017 through December 31, 2017. Additionally, considerations for 2018 are presented at the end of the report.

The core provision for the SCI is specified as follows:

SECTION 7.28.(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms. The plan shall include the following components:

- (1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- (2) Assurances for a fair and open bidding and contracting process;
- (3) Technology assessment site survey template;
- (4) Documentation of how the technology will be used to enhance teaching in learning;
- (5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- (6) The number, location and schedule of sites being served; and
- (7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

Recommendations:

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

Discussion/Comments:

- SCDL Committee Chair Lt. Governor Dan Forest recognized Mr. Michael Nicolaides to lead this item.
- Mr. Nicolaides reported that the school connectivity initiative report for 2018. He then introduced Mr. Phil Emer.
- Mr. Emer discussed the accomplishments for 2017.
 - Upgraded Internet access to 39 LEAs and 14 charter schools – adding over 40Gbps of aggregate Internet capacity;
 - Connected 14 new charter schools to the NC Research and Education Network (NCREN);
 - Provided firewall services to 74 LEAs and 106 Charter Schools;
 - Provided web security (Internet filtering) services to 80 LEAs and 108 Charter Schools
 - Supported 52 LEAs and 59 charter schools with client network engineering (CNE) support services, through 176 total CNE engagements (93 LEA and 83 charter school);
 - Provided courses in PowerShell Scripting for system administrators (26 K-12 participants) and two wireless certification courses (37 K-12 participants); 20 LEA and charter school technology personnel passed the wireless certification exam and received a highly regarded Certified Wireless Network Administrator (CWNA) certification;
 - Negotiated and awarded a new consortium Internet contract supporting all LEAs and charter schools – cutting Internet access costs in half.
- Mr. Emer shared a financial summary, noting the top three things on the summary show the three core services that we pay for - category one fiber connections; category one the consortium internet; category two the stuff inside the buildings. E-rate Eligible Totals - total cost \$78.6M; eRate share \$56.6M; State share \$22.0M.
- He also talked about the 12-month view of the growth of the internet band-width noting that there has been continued growth and that lower band-width levels are fading away.
- Mr. Emer shared the year-to-date from the beginning of the eRate program on a year-by-year basis how much funding was represented by the total cost per discount. Requested funding is what we are asking at the FCC in terms of eRate funding, and committed is what they have approved.
- He also shared how far all the schools have come and how many access points they have per school. There are 316 schools that have zero access points newer than five years old.

- Mr. Emer talked about considerations for 2018, including cybersecurity; Identity and access management (which is related to Cybersecurity); Updated Memorandum of Understanding.
This item was presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment SCDL 1)

ADJOURNMENT

Indicating no other business, SCDL Committee, Chair Lt. Governor Dan Forest adjourned the January 2018 SCDL Committee meeting.

Chairman Cobey then recognized Ms. Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

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

HRS Committee Chair Tricia Willoughby called the January 2018 Healthy Responsible Students Committee meeting to order.

ACTION

HRS 1 – Definition of Student Chronic Absenteeism

SBE Strategic Plan:

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

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

Description:

The first step for promoting consistent student school attendance and reducing student chronic absenteeism is collecting, analyzing and using accurate and consistent data to identify at-risk students and school trends and to inform when and how to effectively and efficiently target school and community resources. Chronic absence differs from both truancy and average daily attendance. Daily attendance is the percentage of students present in a school each day. Truancy measures unexcused absences only. Chronic absence refers to missing so much school, for any reason – excused, unexcused, suspension – that a student is at risk of falling behind.

A common definition of chronic absenteeism allows for meaningful comparison of chronic absenteeism rates within the state and across the country. Many researchers and the national group Attendance Works recommend using missing 10 percent or more of school as the threshold for chronic absence.

Here are some reasons for using the 10 percent definition:

It is based on research showing that missing that much school is associated with lower academic performance and dropping out. It promotes the early identification of students, because schools and communities can use the 10 percent absence rate as a trigger for intervention from the start of school and throughout the year, rather than waiting for a student to miss 15 or more days before investigating. It allows for better detection of attendance problems among highly mobile students who often move too frequently to ever accumulate 15 or 20 days of absence in a single school or district.

Starting in the 2016-17 school year, the U.S. Department of Education through the ED Facts Submission System will require all states to report chronic absence rates using the 10 percent definition annually. The Every Student Succeeds Act requires that chronic absenteeism data be included on the State and LEA Report Cards starting with the report cards that include information for the 2017-18 school year. It offers comparable data across states and districts that have school years of different lengths. Nine of the 14 states that have included chronic absence in their ESSA plans define chronic absence as missing 10 percent or more of total enrolled school days.

Recommendations:

The State Board of Education is asked to discuss this definition of Student Chronic Absenteeism.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted that staff presented a comprehensive report on this item during the EICS committee meeting last month.

This item was presented for Action during the January 2018 State Board of Education meeting. (See Attachment HRS 1)

NEW BUSINESS

- Evaluation of Policy Implementation: Preventing Bullying, Cyberbullying and Harassment
Ms. Robin Richardson, NCDPI Intern, Gillings School of Global Public Health

Dr. Ellen Essick thanked Ms. Willoughby and Dr. Leah Devlin for having the original conversation that brought them to this point. She added that they have enjoyed this partnership as they continue to work with the Gillings School of Global Public Health.

Ms. Richardson informed the Board that she conducted a policy evaluation to look at how North Carolina school districts are implementing their policy to prevent bullying. She also shared some data from the CDC’s Youth Risk Behavior Survey and from DPI’s Discipline Reporting System. Ms. Richardson paraphrased the NC definition of bullying as a pattern of behavior or communication that places students or school employees in actual harm or fear of harm. She added that the issue was not limited by the school day or school property. Each district must have a policy that includes the definition of bullying, how to report incidents, how to investigate and specific plans for follow-up and consequences. She investigated the question of how are we doing with implementing these policies? She shared what the students were saying. The CDC evaluates behavior among teenagers through their Youth Risk Behavior Survey which was issued to a sample of high schools and middle school students every two years. In the 2017 YRBS, 19% of North Carolina high school students report being bullied on school property and 51% of those high school students report seeing others bullied. Students were asked if they believe that they are teachers really care about them and give them a lot of encouragement - 55% of the students agree or strongly agree with this statement. State of the students who report being bullied, 56% of them also said they felt so sad for two weeks or more, that they stopped participating in normal activities.

Ms. Richardson noted that the consequences of bullying can lead to depression, missing school, not graduating from high school or even suicide. According to 2017 YRBS data, ninth grade students report being bullied more than students in other grades. She reported that bullying was a bigger issue in the transition years, sixth-grade and ninth-grade. Of the students who reported that they were teased or victimized, do they feel supported by teachers and staff - 16% of them disagree. For the practicum, Ms. Richardson conducted a qualitative evaluation to look at how North Carolina districts were implementing their policies. She shared a map that included fifteen school districts that were included in the evaluation. She also shared aggregated data for the fifteen districts which was from DPI’s Discipline Reporting System. She reported that, based on this data, the trend was decreasing for North Carolina and for the fifteen school districts. Ms. Richardson shared what was going well policy implementation, character education, professional development, and incident reporting. What Else Would be Helpful? She shared that the interviews covered gaps as well. Districts reported they would like more financial assistance, human resources, more time in the school day. In addition, they asked for more information from other districts.

ADJOURNMENT

Indicating no other business, HRS Committee, Chair Patricia Willoughby adjourned the January 2018 HRS Committee meeting.

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

EICS Committee Vice Chair Wayne McDevitt called the January 2018 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – Acceleration Charter School Recommendations

Policy Implications: CHTR-013

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): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

State Board of Education (SBE) policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration. At its November 6, 2017, meeting, the Charter Schools Advisory Board (CSAB) reviewed and considered the acceleration requests for five applicant groups. After its review and providing an opportunity to each

applicant group to respond to limited questions, the CSAB determined that four of the five groups met the minimum criteria to qualify for acceleration. The four applicant groups (outlined below) will receive an interview opportunity with the CSAB at its December 2017 meeting.

Since these applicants are seeking to accelerate their opening and begin school operations in the fall of 2018, the CSAB now makes a subsequent recommendation for SBE approval for any applicant it recommends for acceleration. Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools

(OCS) determined that five applicants requested "Acceleration" consideration, meaning the schools will open the fall of 2018 should the SBE approve their requests. At its November and December 2017 meetings, the CSAB conducted interviews and now makes the following recommendations: The applicants seeking "Acceleration" consideration are:

- > Achievement Charter School - Harnett County - **Not recommended SBE approval**
- > Apprentice Academy HS of NC - Union County - **Recommended for SBE approval**
- > Hobgood Academy Charter School - Halifax County - **Not recommended for SBE approval**
- > Mountain Island Day School - Mecklenburg County - **Recommended for SBE approval w stipulation to remove the math readiness entrance requirement in the application**
- > STARMOUNT Charter Academy - Guilford County - **Not recommended for SBE approval**

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education accepts is Acceleration Application recommendations.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Mr. Dave Machado to lead this item.
- Mr. Machado stated that five schools qualified for an accelerated application process. After their clarification interview and their full interview from the CSAB, only two of the schools are being recommended for approval:
 - > Apprentice Academy HS of NC - Union County - Recommended for SBE approval
 - > Mountain Island Day School - Mecklenburg County - **Recommended for SBE approval w stipulation to remove the math readiness entrance requirement in the application**
- Mr. McDevitt asked what they recommended the charter school to do. Mr. Machado replied that their recommendation was that they listen to what the CSAB was saying during their clarification interview and during their full interview. Listen to it, take it seriously and then try to improve their application and come back the next year.
- Ms. Taylor commented about the Mountain Island Day School name and whether the name should stay because there are other schools with similar names in that area. She stated that she would like to add the stipulation to add the word charter school included in the name if they could not change the name Mountain Island. Mr. Machado replied that they would agree with that recommendation if it meant approving them as a charter school.

This item is presented for Action during the January 2018 State Board of Education meeting. (See Attachment EICS 1)

ACTION

EICS 2 – Innovative School District Report to the Joint Legislative Education Oversight Committee

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Superintendent Hall will provide an overview and summary of the Innovative School District's annual report to the Joint Legislative Education Oversight Committee on the implementation and progress since May 2017.

Recommendations:

None at this time.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Eric Hall for this item.
- Dr. Hall provided a final overview of the JLEOC report coming from the ISD for its first inaugural year.
- He noted that the current report reflects everything that the Board saw last month with the exception of a couple of additions.
- Dr. Hall shared that they did identify the two organizations that submitted completed applications to be considered for Innovative

School Operators at Southside Ashpole - Achievement for All Children and The Romine Group. He noted that he mentioned those verbally at last month's meeting but not in the written report itself because the report had been submitted prior to operator applicants being announced.

- He also shared that they have a great partnership with School Works which is the contracted entity conducting the external evaluation of the two organizations that have applied to be considered as the Innovative School Operator.
- Dr. Hall noted that on December 12, 2017, there was a public hearing that the Public Schools of Robeson County Board held at Southside Ashpole Elementary. One of the requirements in the legislation is that before they decide whether to adopt a resolution transferring the school to the ISD or a resolution to close the school at the end of the year, they are required to hold a public hearing.

ACTION

EICS 3 – Approval of Proposed Restart Schools

SBE Strategic Plan:

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

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 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 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

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 Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting.

Applications Submitted for Approval: 2 Applications for the Restart Model are being submitted for discussion. The following list includes the names of the school district and schools.

Northampton County Schools

1. Willis Hare Elementary

New Hanover County Schools

1. A.H Snipes Academy of Arts and Design
2. R Freeman School of engineering

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour reminded the Board that these are the three restart applications that were discussed last month -- one from North Hampton County Schools and two from New Hanover County Schools.

This item is presented for Action during the January 2018 State Board of Education meeting. (See Attachment EICS 3)

ACTION ON FIRST READING

EICS 4 – Restart Application Requests from Johnston County Schools and Vance County Schools

SBE Strategic Plan:

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

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 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 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

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 Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting.

Applications Submitted for Approval: Applications for the Restart Model are being submitted for Action on First Reading. The following list includes the names of the school districts and schools.

Johnston County Schools

1. Benson Elementary
2. West Smithfield Elementary
3. Selma Middle
4. Benson Middle

Vance County Schools

1. Northern Vance High School

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour shared with the Board restart applications for Johnston County and Vance County. They are requesting action on first reading due to the time line and their board meetings in the new year and holiday, were asking for those school systems who have submitted applications previously.

This item is presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment EICS 4)

ACTION ON FIRST READING

EICS 5 – Amendment Requests to Restart Applications from Durham Public Schools and Rowan-Salisbury County

SBE Strategic Plan:

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

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 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 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

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 Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting.

Submitted to Rescind: Application for the Restart Model to be rescinded is submitted for Action on First Read. The following list includes the names of the school district and schools.

Durham Public Schools

1. Bethesda Elementary
2. Brogden Middle
3. Eno Valley Elementary
4. Shepard Middle
5. Lowes Grove Middle
6. Lucas Middle
7. Fayetteville Street Elementary
8. E. K. Powe elementary
9. Githens Middle
10. Southern School of Energy and Sustainability
11. Sandy Ridge Elementary
12. Y.E. Smith Elementary

Submitted for Amendment: Application for the Restart Model to be amended and reflect 2018-19 as a planning year not an implementation year. The following list includes the names of the school district and schools.

Rowan Salisbury

1. Erwin Middle
2. Carroll T. Overton Elementary
3. China Grove Elementary
4. Corriher-Lipe Middle
5. Koontz Elementary
6. H. D. Isenberg Elementary
7. Hurley Elementary
8. Knollwood Elementary
9. Landis Elementary
10. North Rowan Elementary
11. North Rowan High
12. Southeast Middle
13. West Rowan Middle

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour noted that Durham Public Schools and Rowan-Salisbury Schools were asking for either an additional planning year – Rowan-Salisbury and Durham Public Schools asked to rescind some of their applications. She added that in a conversation with the new Superintendent, Dr. Pascal Mubenga wanted to get into the school district and understand what was going on in all the low-performing schools in Durham before he committed these schools to a restart program. He asked that they keep two of the applications active and in process, but rescind the ones that are presented to the Board today. Dr. Barbour added that she has a formal letter from Dr. Mubenga with that request.

This item is presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment EICS 5)

DISCUSSION

EICS 6 – Innovative School District Update to the State Board of Education on the External Evaluation and Matching of an Innovative School Operator for Southside Ashpole Elementary School

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Innovative School District Superintendent Dr. Eric Hall will provide an update on the external evaluation of the Innovative School Operator

Applicant's proposals, as completed by School Works, a third-party evaluation firm. School Works is contracted to complete the external evaluation on the applications submitted by Achievement for All Children (AAC) and The Romine Group (TRG).

Recommendations:

None at this time.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Eric Hall to lead this item.
- Dr. Hall informed the Board today's discussion would be about the updates and where they are with the overall process for selecting and identifying an operator for Southside Ashpole, if the local board decides to move forward with the resolution to adopt the transfer.
- Dr. Hall talked about some of the legislative language about the Innovative School Operators. He added that he wanted to debunk some of the perceptions or ideas about the Innovative School Operator. What are they, who were they, and who can they be. He added that we were very fortunate that we had two organizations that applied this first year and we are all learning. He stated that he looks forward to hearing the results of the evaluation as we look at this first time of matching a school with an operator.
- He noted that as we continue to move forward and as we look at opportunities ahead of us, if you look at our legislation, there was no explicit identification of a charter management or an education management organization. He added that this was where the General Assembly gave them the gift at being able to be extremely innovative with the work that they go forward with. In the legislation itself it refers to an entity. For example, an entity could be a college or university partnering with a proven turnaround principal. It could be Corporations from RTP. Dr. Hall stated that when talking about the Innovative School District, this was where we can have the opportunity to have innovative partnerships going forward that can really do something different that separate us from any other state in this nation about how we approach comprehensive school turnaround and improvement.
- Dr. Hall shared that we want to encourage going forward how do we market and message this message broader so that entities across the board can look at how do they engage good strong proven turnaround principles and leaders to come to the table to partner with schools.
- Dr. Hall introduce Ms. Kim Wechtenhiser, who is the President of School Works.
- Ms. Wechtenhiser provided background information and detailed examples of their experience with comprehensive turnaround work. The ISD has partnered with School Works for the evaluation of Innovative School Operator Applicants. School Works is an educational consulting company based in Massachusetts that provides a continuum of services. The company has 20 years of experience in assessing the quality and capacity of organizations across the country to improve student achievement and well-being. School Works clients include state departments of education, school districts and school management organizations, charter school authorizers, foundations, individual schools, and K-12 service providers.
- Ms. Taylor asked what happens if the external evaluation does not show a match? Dr. Hall replied that the expectation was that he would have to come back to this Board next month based on the evaluation being completed by School Works. Whether this around or in future rounds, as we go through this work each year, if we get to the point where we do not have a match, Dr. Hall would have to come back before the State Board and probably request a waiver extending our deadline of February 15, so that they could reopen and look at opportunities for being able to identify the right match.
- Mr. McDevitt asked if they felt compelled to force the process to the end result being one of the two. Dr. Hall reminded the Board that this was about going slow to go right and that they owe it to the communities to make sure that they find the right partner and right match to serve the students in their school and community's the very best way possible.
- Mr. Davis asked how many entities are in the United States do this type of work? Dr. Hall responded that it varies from state to state. Ms. Wechtenhiser replied that based on Dr. Hall's earlier definition of an entity, the number of organizations that can meet the expectations was limitless, but are there proven organizations with track records that have a history of doing this work across the country, yes and it does vary by state. She added that what North Carolina was doing here and was really a hybrid and that this was something new for organizations to consider. Mr. Davis asked was that the reason we only received two. Dr. Hall replied that it was a combination of factors. One, because it is our first year and two we need to really market this whole message about entity and get that out in a much broader way. Dr. Hall added and the fact that it was hard work.
- Mr. Collins as what are the factors that make us unique. Dr. Hall answered from his perspective, because we have the term entity, that was not explicit to any model, it gives us the ability to be innovative and look at different ways of doing this work.
- Dr. Hall described what the evaluation process includes: detailed review and evaluation of the application; background checks and review of qualifications; interviews with each organization's leadership team; and engagement with local community representative's.
- He also shared the potential timeline for the first cohort of ISD Schools.

This item is presented for Discussion during the January 2018 State Board of Education meeting. (See Attachment EICS 6)

DISCUSSION

EICS 7 – 2018-19 Charter School Enrollment and Grade Expansion Requests

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): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Enrollment Growth Greater Than 20%

Per NC General Statute 115C-218.7, enrollment growth greater than twenty-percent (20%) shall be considered a material revision of the charter. The State Board of Education (SBE) **shall not approve** a material revision for enrollment growth of greater than twenty-percent (20%) for a charter that is currently identified as low-performing.

Enrollment growth of greater than twenty-five percent (25%) shall be considered a material revision of the charter for any charter school that is not identified as low-performing.

The SBE **may approve** such additional enrollment growth of greater than twenty-five percent (25%) only if it finds **all** the following:

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

1. The charter school is not currently identified as low-performing.
4. The charter school meets generally accepted standards of fiscal management.
5. The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 12, 2017, meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment and grade expansion request of the schools outlined below and made a recommendation to the SBE:

CSAB NOT Recommended for Approval

- 06A – Grandfather Academy (Avery County)
- 32D – Kestrel Heights School (Durham County)
- 32P – The Institute for the Development of Young Leaders (Durham County)
- 65C – Douglas Academy (New Hanover County)

CSAB Recommended for Approval

- 76A – Uwharrie Charter Academy – (**K – 4 Expansion Request**) (Randolph County)
- 79A – Bethany Community Middle School (**10th Grade Expansion Request**) (Rockingham County)
- 81B – Lake Lure Classical Academy (Rutherford County)
- 90B – Union Day School (Mecklenburg County)
- 92T – Triangle Math and Science Academy (Mecklenburg County)

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Mr. Steven Walker to lead this item.
- Mr. Walker stated that any time a school wants to grow over 25% of its enrollment need to be approved by the State Board of Education. He added that there are statutory requirements and CSAB recommended four that you do not approve because they did not meet the statutory requirements: Grandfather Academy - Avery County; Kestrel Heights School - Durham County; The Institute for the Development of Young Leaders - Durham County; Douglas Academy - New Hanover County.

- He shared the five schools that did meet the statutory requirements and CSAB recommended that the Board approve the expansion requests: Uwharrie Charter Academy – (**K – 4 Expansion Request**) - Randolph County; Bethany Community Middle School (**10th Grade Expansion Request**) - Rockingham County; Lake Lure Classical Academy - Rutherford County; Union Day School - Mecklenburg County; Triangle Math and Science Academy - Mecklenburg County

This item is presented for Discussion during the January 2018 State Board of Education meeting. (See Attachment EICS 7)

DISCUSSION

EICS 8 – 2018 Charter School Renewal Recommendations

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): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board) and Ms. Shaunda Cooper (Consultant, Office of Charter Schools)

Description:

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 the renewal cycle, schools must complete a thorough 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 insight on the school’s daily operations.

Consistent with G.S.115C-218 and SBE Policy CHTR-007, the following charter schools request renewal of their charters that will expire June 30, 2018:

- Brevard Academy
- East Wake Academy
- Endeavor Charter
- Franklin Academy
- Healthy Start Academy
- Lake Norman Charter
- Lincoln Charter School
- River Mill Academy
- Success Institute Charter
- Triad Math and Science Academy
- Woods Charter

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 NCDPI compliance forms and a renewal site visit to each school, and academic and enrollment data of the school and the LEA in which the school resides. OCS presented each school portfolio to the Charter School Advisory Board (CSAB). In reviewing the totality of information, the CSAB decided to invite two groups for interviews in order to gain a better understanding of the school's situation. On November 7, 2017, the CSAB met to interview those schools, and ask relevant questions, in support of formulating a recommendation to the State Board of Education. On December 11, 2017, the CSAB held a final review of the renewing schools to determine final recommendations to be submitted to the SBE.

The Charter School Advisory Board recommended a **ten-year charter renewal** for:

- Brevard Academy
- East Wake Academy
- Endeavor Charter
- Franklin Academy
- Lake Norman Charter
- Lincoln Charter School
- River Mill Academy
- Triad Math and Science Academy
- Woods Charter

A **three-year charter renewal** was recommended for:

- Healthy Start Academy
- Success Institute Charter

Recommendations:

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

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Mr. Steven Walker to lead this item.
- Mr. Walker shared the renewal recommendations for schools that have their terms that are about to expire. He added that most of these schools were great noting the statutory requirement that if they meet certain conditions that they were entitled to a ten-year renewal. Nine of the eleven schools were recommended by CSAB: Brevard Academy; East Wake Academy; Endeavor Charter; Franklin Academy; Lake Norman Charter; Lincoln Charter School; River Mill Academy; Triad Math and Science Academy; Woods Charter.
- Mr. Walker noted that two schools did not meet that criteria: Healthy Start Academy and Success Institute Charter will receive a three-year renewal recommendation by CSAB.
- Mr. Collins asked him to explain to the Board the statutory requirements for the ten-year charter. Mr. Walker replied that a school for the last three years, if they have been comparable to the LEA, and they have no substantial governance issues or any other type of compliance issues, they are statutorily entitled to a ten-year charter. Mr. Collins asked what was the Advisory Board's consideration as to what was comparable. Esther Walker responded that comparable was done within five points on proficiency. He added that they have also integrated growth into that. Mr. Collins also asked when deciding a three-year charter renewal, what do you anticipate at the end of the three years, the status of the school will be. Mr. Walker stated that they want to see growth for all three years and if the school was low-performing or continue low-performing that they would be out of that status by that point. Mr. Collins also asked if a school was not eligible for a ten-year renewal at the end of the three years, what options are available as a Board at that time. Mr. Walker answered the options would be to recommend to the State Board a non-renewal which would mean that they would close. They could be granted another a three-year term.
- Ms. Taylor commented that she was uncomfortable that they were not putting any stipulations at all especially regarding enrollment numbers for Success Institute. She added that she would like for the Office of Charter Schools to work with the CSAB to come up with some stipulations to go along with the three-year renewal recommendations to have more accountability for the schools.

This item is presented for Discussion during the January 2018 State Board of Education meeting. (See Attachment EICS 8)

MOVED TO ACTION ON FIRST READING

DISCUSSION

EICS 9 – The Experiential Schools of Greensboro Request to Amend its Mission Statement

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): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per G.S. 115C-218 and State Board of Education (SBE) policy CHTR-014, a material revision to a charter school's approved application requires approval before implementation. The SBE has granted permission to the Office of Charter Schools (OCS) to approve certain amendment requests while others require approval from the SBE. A change to a charter school's mission statement requires approval from the SBE. The Experiential School of Greensboro (Guilford County) approved in August 2017 (currently in its Planning Year) requests a change to the mission statement in its approved charter application. The school's request with board meeting minutes is attached to this request. In its request to amend its mission statement the school provided the following rationale:

"We have not changed the mission of The Experiential School of Greensboro; however, we did wordsmith the mission statement. Our original mission statement did not adhere to the 35-word limit. Moreover, the Board thought that our original mission statement did not speak to families and non-educators as clearly as it could, nor did it highlight the school's location as being part of how we operationalize experiential education and a big part of what makes us a unique school choice in the Triad. Therefore, we crafted and adopted a new mission statement at our July Board Meeting. This new mission statement (a) more clearly

articulates for non-educators the original mission of the school, (b) adheres to the 35-word maximum, and (c) highlights the curricular opportunities afforded by our location in Downtown Greensboro as described throughout our instructional plan.”

Original Mission Statement:

The Experiential School of Greensboro educates the whole child through a high quality, project-based, experiential curriculum. We are committed to an inclusive, open, experience-based learning environment that promotes the development of socially-aware citizens who are creative problem solvers and critical thinkers.

Proposed Amended Mission Statement:

The Experiential School of Greensboro educates critically engaged citizens using an experiential curriculum that extends the classroom into the downtown Greensboro community.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this amendment request for The Experiential School of Greensboro.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that while in its planning year, The Experiential School of Greensboro would like to refine its mission statement and is requesting an amendment.
- Ms. Taylor asked that this item be moved to action on first reading.
- Chairman Cobey noted without objection, so ordered.

This item is presented for Discussion and moved to Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment EICS 9)

NEW BUSINESS

- **Kestrel Heights Charter School Submitted Audit Report**
 - **Mr. Dave Machado, Director, Office of Charter Schools**

Mr. Machado reminded the Board that the April State Board meeting they approved Kestrel Heights Charter School for a three-year renewal with the following stipulations:

- Effective July 1, 2017, the charter school was amended to serve grades K-8.
- Kestrel Heights at no cost to current or former members provide an appropriate remedy to the failure to provide an appropriate education that resulted in a future ready core diploma.
- Remedy may not be a Kestrel Heights designated diploma.
- Kestrel Heights continues to make extensive efforts to contact impacted former students and provide a monthly report to OCS of their efforts and the results of these efforts.
- Kestrel Heights will appear before the Charter School Advisory Board every six months to update the Board on its progress.
- Kestrel Heights agrees to no grade expansion to the high school for its charter term.
- Kestrel Heights will have independent program audit on all procedures to ensure confident management moving forward. Mr. Machado noted that the audit was done and submitted to our office on time and was presented to CSAB at their November meeting.

Mr. Machado shared that the audit was conducted by Leaders Building Leaders. Per the report, it took six months and over 150 hours to complete the audit. The audit consisted of five education leaders in both the charter and public schools setting. They interviewed key staff and observed the school for a period of five days, and compared all of Kestrel Heights policies and procedures, federal, state, local and NCDPI laws and policies. He reported that currently their enrollment is 563 students from the 986 students at the end of the academic school year giving a decrease of 423 students. He provided additional demographic data for all the students. Mr. Machado also reported that of the 160 students that did not meet NC graduation requirements, 62 of those cases have been resolved, 41 are still in progress, 21 students have chosen to take no action, and 36 students have not been able to be contacted. The audit claims it found no significant findings or direct evidence of institutional flaws; however, they did have several areas of personal growth and improvements.

ADJOURNMENT

Indicating no other business, EICS Vice Committee Chair Wayne McDevitt adjourned the January 2018 EICS Committee meeting.

Chairman Cobey then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

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

ES&P Committee Chair Olivia Oxendine called the January 2018 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION

ES&P 1 – Teacher Preparation Policy Updates and Alignment with General Statute SBE

Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Recent state legislation (S.L.2017-189), formally SB 599 passed in July calls for a comprehensive overhaul to educator preparation. These changes necessitate additions, modifications, and omissions to corresponding SB 599 and SBE policy associated with educator preparation. This discussion item is the recommendations of the Professional Educator Preparation and Standards Commission to update and align SBE policy with the new law.

Recommendations:

On the recommendation of the Professional Educators Preparation and Standards Commission, the policies presented in this discussion item be reviewed by the State Board of Education and approved at the January 2018 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead this item.
- Dr. Sioberg reminded the Board that SB 599 passed back in July called for a complete comprehensive overhaul to education preparation policy and those changes are intended to update and align the policy with current statute and time to meet a legislative timeline of February 1, 2018. He noted that these policies were subject to further modifications pending continued feedback from the field, stakeholders and continued commission work.
- Dr. Sioberg noted that in December they presented a couple of policies for deletion because they were outdated or their information was put in other policies. He presented many amended policies and a couple of new policies to align with SB 599.
- He stated that between December and January there were some concerns brought up by this Board regarding a couple of items in the proposed policy for school administration preparation; therefore, that policy was not included on the list this month for consideration. He added that due to the holidays they were unable to convene a quorum for the commission to review. Dr. Oxendine reminded the Board that the meeting that Dr. Sioberg referenced was formed based on the request a recommendation from Mr. Collins asking that we create an Ad Hoc Committee to go through some of those policy recommendations. She noted that under the policy changes pertaining to school administrators, part G has been removed off the table. Dr. Sioberg noted that another area was making sure that there was alignment in this policy with the North Carolina standards. Dr. Oxendine asked if his recommendation was that the Board still act on this policy with the understanding that these strong recommendations will go to the Commission and they will act positively and affirmatively. Dr. Sioberg replied that after the Commission meeting we will bring those revisions back to the Board at the February meeting and still meet the deadline. He recommended that the Board consider all other policies except for the School Administrator Preparation Program Policy until next month.
- Mr. Collins commented that he believes that there needs to be a vehicle by which this Board is making request to the commission, for example, he had a conversation with someone regarding VIF teachers, and the fact that North Carolina employs a lot of VIF teachers. He also asked if the educator preparation programs were included in this. Dr. Sioberg stated that definition of educator preparation programs was an approved or accredited institution that produces teachers in North Carolina. He noted that the current process for EPP approval was outlined in TCED-004.

This item is submitted for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment ES&P 1)

DISCUSSION

ES&P 2 – The State of the Teaching Profession

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

GS §115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. LEAs are asked to complete an annual report on the reasons teachers leave their systems, submitting data to the Department of Public Instruction. The report of the 2016-17 school year is attached. Since the release of the report, Teach For America has contacted NCDPI with concerns over the number of their teachers reported. In recognition of their concerns, we have added the following lines to the report:

Due to inconsistencies in LEAs tagging and tracking Teach For America teachers, our study likely understates the total number of Teach For America teachers working in North Carolina. Teach For America records indicate that there were more than 700 Teach For America teachers in the state at the time. We are working with Teach For America to secure unique identifiers for future cohorts of teachers which will allow us to capture more accurately the total number of Teach For America teachers in the state.

Recommendations:

This item is being presented as discussion for the January State Board of Education meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin presented the State of the Teaching Profession Report for the 2016-2017. He noted that this report is due to the General Assembly on February 15, 2017.
- Dr. Tomlin noted that the state of the teaching profession in North Carolina looks almost exactly as it did last year.
- He reported that the attrition rates in LEAs were comparable to what we saw the prior-year. The mobility rates between teachers moving from one LEA to another or from an LEA to a charter were consistent with the prior-year. The same schools that benefit teacher mobility receive a lot more teachers then leave their districts where the same as last year.
- Dr. Tomberlin referenced page 13, chart 2 - they looked at the average EVAAS Index Score of teachers who remained in the profession and those who departed from the profession and compared them within bands of years of experience.
- He reported that teachers who remain in the profession have much higher growth scores than those who depart from the state of North Carolina. He referenced page 14, chart 3 - what that does not tell you was that within those teachers that were departing referring to the chart on the right-hand side, even within those departing teachers there were a substantial number of highly effective teachers that were leaving the state. We are still losing a substantial number of effective and highly effective teachers in the attrition battle.
- Dr. Tomberlin noted that new to this report was the vacancy report. He shared that the legislature mandated a teacher vacancy report be incorporated into this report, and will take the place of the LEAs being surveyed about what were the hardest subjects being filled. He added that the vacancy rate was about 1.5%, which was 1500 instructional positions. A very conservative estimate would be 20 students in every one of those classrooms totaling 30,000 students that went the entire quarter of their school year without a certified teacher in the classroom after the 40th day.
- He shared that the first and the 40th day districts deal with teacher vacancy on an ongoing basis. The report shows that this was an ongoing struggle for LEAs in filling vacancies and was a constant endeavor.
- Ms. Willoughby commented that when looking at the counties, the LEAs with the highest teacher vacancy rates, it was disturbing based on our need to show how we are going to address those schools and students who need the most help that was discussed this morning.

NEW BUSINESS

- **NCDPI Licensure Audit Review**
 - **Dr. Maria Pitre-Martin, Deputy State Superintendent**

Dr. Pitre-Martin presented the way that we process our license applications here at the state of North Carolina as well as the way that we work here in the department in developing licensure policy. She shared the purpose of the audit was due to concerns across the state regarding our processing time, citing wait times anywhere from six months or longer in pursuing getting an application completed and a license in hand. Dr. Pitre-Martin stated that they had to do a thorough evaluation of our processes. Superintendent Johnson contacted the Council of chief State school officers to ask if they could support us in that process that started us in the journey of working with TNTF to review our licensure process and identify opportunities for implementing current licensure law more efficiently and with greater customer satisfaction. Dr. Pitre-Martin presented five findings and four recommendations for improving in those areas. She added that they did surveys and interviews, focus groups which included internal staff within our licensure area as well as staff and other divisions within the department.

Dr. Pitre-Martin described the highlights: There are many positive comments about the online application system from LEAs and educators; there is an intentional approach to routing and processing applications; there are strong peer supports among the licensure team; many licensure team members have deep expertise; processing times during a slow season mostly met the stated 8-week processing time.

She also described the challenges: There is confusion among LEA staff, educators, and licensure staff about how to implement licensure policy; Available reference information does not adequately prepare people to apply for and support licensure; Technical challenges and weak reporting capabilities of the online application system lead to inefficiency and frustration; NCDPI messaging around licensure policy changes quickly, often without enough communication; there is limited NCDPI licensure staff development and team building happening.

Dr. Pitre-Martin discussed each finding.

- **Finding #1** – People charged with implementing licensure policy are uncertain what current policy is and how to implement it.
- **Finding #2** – A major pain point in communications is in availability of reference information.
- **Finding #3** – Data syncing and user log-in issues may be stemming from a system flaw where duplicate entries for the same social security number can be entered.
- **Finding #4** – A root cause of confusion may be inconsistency of policy development. While NCDPI has a process for updating State Board policy, many deviations are made that could lead to poor coordination.
- **Finding #5** – Another root cause of operational and communications challenges may be insufficient support systems for licensure staff.

She shared the recommendations that NCDPI make improvements in four (4) areas.

1. **Policy development** - Implement a consistent process whereby the licensure section anticipates opportunities to make State Board licensure policy clearer and more useful.
2. **Communications with the field** - Improve online content and routinely keep customers informed of licensure status and updates.
3. **NCDPI Licensure Team Culture & Structure** - Build and maintain a supportive and performance-oriented team culture, and ensure enough leadership time is allocated to policy, communications, and training.
4. **Technology and Reporting** - Resolve glitches with the online system and build reporting functionality for LEAs and the licensure team. Addressing the duplicate accounts in the online system.

Dr. Pitre-Martin shared the following next steps: Review the recommendations and determine which ones NCDPI will commit to; set up meetings and prepare to communicate findings and next steps to licensure leadership and the whole licensure team; schedule NCDPI leadership conversations for licensure vision and norms for making modifications to State Board policy outside of the Rules Committee; identify owners within licensure and set goals to project manage toward objectives for the four areas; find additional capacity and support needed for implementation; connect with NCDPI Communications to create plan for updating website content and other recommendations related to communication.

Chairman Cobey commented about the term “user-friendly” and added that he hopes that it means to keep it simple. He added how many people look at what we have online, start the process, and quit that would end up being great teachers.

Superintendent Johnson thanked Dr. Pitre-Martin for the help with him on this and was very excited about it. He shared that they have also been asked to present this to the General Assembly.

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the January 2018 ES&P Committee meeting.

Dr. Oxendine presented an update of her visit to China, December 9, 2017, for a six-day trip. Dr. Oxendine shared that there was no place on the planet like China. She added that this was her second trip and was very honored and privileged to have had the opportunity to go twice. Dr. Oxendine shared that the event was intended for universities in general. The United States had four universities present, and the focus of the conference had to do with the Confucius Institute Model as a major tool in modernizing the Silk Road. She recommended that Board members begin reading and googling and began studying the implications of Modernizing the Silk Road, and what that will mean to China and to the world in terms of China seeing itself in the trading arena, but seeing itself more as a friend and not a foe.

Dr. Oxendine learned that the University of North Carolina at Charlotte has just implemented a new Confucius Institute which was connected to the School of Education and that North Carolina State University has a Confucius Institute. She added that North Carolina was beginning to scratch the surface in terms of buying into this concept and movement that is known as the modernization of the Silk Road. The Silk Road was going to touch 65 countries beginning in the southern provinces of China and will continue into Western and Eastern Europe. He traveled with two principals from Cabarrus County and a central office administrator from Buncombe County. The trip was coordinated and planned by Go Global.

Chairman Cobey then recognized Mr. Greg Alcorn, Committee, Chair for the Education Innovation and Charter Schools Committee.

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

BSOP Committee Vice Chair Todd Chasteen called the January 2018 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Career and Technical Education (CTE) Grade Expansion Grant Program

SBE Strategic Plan

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

Objectives: 1.2 Graduate students prepared for postsecondary education.

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

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Office of the Deputy State Superintendent), Mr. John Kirkman (Interim Director, Career and Technical Education), Ms. Felicia Gray-Watson (Section Chief, Career and Technical Education), and Ms. Billie Redmond (Chair, Education and Workforce Innovation Commission)

Description:

The purpose of the Grade Expansion Program is to expand career and technical education (CTE) programs by prioritizing the inclusion of students in sixth and seventh grade through grant awards provided to selected local school administrative units for up to seven years. Funds appropriated for the Program shall be allocated to selected local school administrative units as competitive grants of (i) up to seven hundred thousand dollars (\$700,000) for the 2017-2018 fiscal year and (ii) to the extent funds are available, up to one million dollars (\$1,000,000) for the 2018-2019 fiscal year and subsequent fiscal years. Grant funds shall be used only for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students. The funds may be used for CTE programs at one or more schools in the local school administrative unit. Grant funds allocated to the local school administrative unit each fiscal year under the Program shall not revert but shall be available for the purpose of the grant program until expended.

(b) Consideration of Factors in Awarding of Grants. – Local school administrative units applying for the Program shall submit an application that includes at least the following information:

1. (1) A plan for expansion of the CTE program to sixth and seventh grade students, including the specific programs that will be expanded, the significance of CTE in the local school administrative unit, and how a grade expansion would enhance the education program and the community.
2. (2) A request for the amount of funds, a description of how the funds will be used, and any other sources of funds available to accomplish the purposes of this program.
3. (3) A proposed budget for seven years that provides detail on the use of the amount of funds to add personnel, increase career development efforts, and provide support services.

4. (4) A strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.

(c) Selection of Recipients. – For the 2017-2018 fiscal year, the Commission shall accept applications for a grant until November 1, 2017. For subsequent fiscal years that funds are made available for the Program, the Commission shall accept applications for a grant until August 1 of each year. The Commission shall select recipients in a manner that considers diversity among the pool of applicants, including geographic location, location of industries in the area in which a local school administrative unit is located, and the size of the student population served by the unit, in order to award funds to the extent possible to grant recipients that represent different regions and characteristics of the State. The Commission shall recommend recipients of the grants to the State Board of Education. The State Board, upon consultation with the Superintendent of Public Instruction, shall approve the recipients of grant awards.

(d) Allocation of Funds. – Of the funds available for the Program in each fiscal year, the Commission shall first allocate funds to applicants who received grant funds for the prior fiscal year for up to seven years. After funds are allocated to prior fiscal year grant recipients, any remaining funds may be used by the Commission to select new grant recipients. The Commission, in consultation with the Superintendent of Public Instruction, shall establish rules regarding any requirements for grant recipients to continue eligibility to receive funds each fiscal year, including timely and accurate reporting as required under subsection (e) of this section.

Reporting Requirements. – No later than August 1 of each year, for up to seven years after the initial grant award, a grant recipient shall submit to the Department of Public Instruction, Local Planning Systems Regional Services staff within the Division of Career and Technical Education, an annual report for the preceding year in which grant funds were expended that provides at least the following information on the program for sixth and seventh grade students:

1. (1) The use of grant funds, including the CTE programs and courses that have been expanded in the local school administrative unit to include sixth and seventh grade students.
2. (2) The number of students enrolled in CTE courses as part of the expansion.
3. (3) The number of students who subsequently enrolled in CTE courses in high school.
4. (4) The number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.
5. (5) The number of students who subsequently earned (i) college credit and (ii) approved industry certification and credentials.
6. (6) Any other information the Division of Career and Technical Education deems necessary.

The Superintendent of Public Instruction shall provide a report to the Commission by October 15 of each year based on the information reported to the Local Planning Systems Regional Services staff under this subsection, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for Career and Technical Education adopted by the State Board."

Recommendations:

It is recommended that the State Board of Education approve the applications identified by the grant evaluation team to distribute funding to school districts.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen recognized Mr. John Kirkman to lead this item.
- Mr. Kirkman stated that Career and Technical Education was pleased to present the LEAs recommended to receive CTE expansion grants. Each LEA has unique needs and their applications reflect the most effective manner to expand CTE opportunities for students in grades six and seven.
- He added that LEAs may receive funding for up to seven years with the unused funds carrying over for use for the next school year.
- Mr. Kirkman also noted that there was a collaborative effort between the North Carolina Education and Workforce Innovation Commission, State Superintendent’s Office, and the State Board of Education.
- He shared the timeline beginning with the RFP which was released on October 3, to recipients received on January 3, 2018.
- Mr. Kirkman talked about the grant requirements and eligibility noting grant awards in the amount up to \$50,000.
- He noted that the proposed recipients consisted of 14 LEAs; 40 applicants applied.
- Mr. McDevitt asked if a list of applicants that did not get awarded could be provided. Mr. Kirkman replied yes.
- Board members Davis and Kenan recused themselves from discussing this item.

This item was presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Adjusted Employee Salary Schedule and Benefits Manual Modifications for Highly Qualified NC Teaching Graduates

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 (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. Thomas Tomberlin (Director, School Research, Data, and Reporting) and Mr. Andrew Sioberg (Director, Educator Preparation)

Description:

Session Law 2017-212, Section 8.2A, establishes an adjusted salary schedule for North Carolina Teaching Graduates deemed Highly-Qualified by GPA and Pedagogy Assessment Scores. This requires an adjustment to the Salary Manual to include the various cut scores associated with approved pedagogy assessments.

This item is being requested as Action on First Reading due to the urgency in ensuring accurate salary and bonus payments to public school personnel, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin stated that this policy was designed to clarify the statutory requirement for a teacher to be designated as highly qualified in North Carolina. He reminded the Board that this allows a teacher with no prior experience to be placed higher on the salary schedule for many years. He added that the point of clarity comes in the test, the pedagogy assessment that the teacher must achieve a certain score on to qualify.
- The legislation identifies a certain score for eDTPA based on subject areas, but was really about a score related to the number of rubrics. This policy is used to clarify cut-score for achieving that designation dependent on whether the eDTPA assessment has 13, 18, or 15 rubrics.
- Dr. Tomberlin stated that there was a nationally recognized alternative assessment called the PPAT. We did a crosswalk between the scores established in legislation for the eDTPA to the PPAT assessment and determined that was 44, so that would be the benchmark score for the highly qualified status. They also stipulated that these assessments must be nationally scored. Some of the IHEs are currently conducting local assessments of the eDTPA and the PPAT, and they need to clarify that these must be scored nationally to qualify.
- Board members Davis and Kenan recused themselves from discussing this item.

This item was presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment BSOP 2)

Update on Contracts

ADJOURNMENT

Indicating no other business, BSOP Committee Vice Chair Todd Chasteen adjourned the January 2018 BSOP Committee meeting.

RECONVENE IN OPEN SESSION

Chairman Cobey noted to the Board members, Board advisors and staff, it has been a long day to start the new year, but it has also been a productive day. Chairman Cobey thanked them for their preparation for this meeting. He noted that the holiday schedule meant that a number of staff worked during some of their holiday time to ensure that all materials and presentations were ready for this meeting. He expressed sincere thanks to everyone for the extra effort.

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. Wayne McDevitt, 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:

- *Carter G. Woodson v. State Board of Education*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting and reminded everyone that the Board will return into open session and will adjourn immediately following the end of the Closed Session

Upon motion made by Dr. Olivia Oxendine and seconded by Ms. Tricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, January 4, 2018, at 9:00 a.m.

Education Building, Raleigh	Thursday, January 4, 2018	State Board Room, 9:00 AM
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**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 4, 2018**

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

William Cobey, Chairman (via phone)	Wayne McDevitt
A.L. Collins, Vice Chairman	Reginald Kenan (via phone)
Eric Davis (via phone)	Patricia Willoughby (via phone)
Rebecca Taylor (via phone)	Olivia Oxendine
Todd Chasteen	Amy White (via phone)
Treasurer Dale Folwell (via phone)	

Also present were:

State Superintendent Mark Johnson (via phone)

(Due to inclement weather, most Board members joined the meeting via phone, as noted above.)

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, January 4, 2018, session of the North Carolina State Board of Education meeting to order (via phone due to inclement weather) and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, and online listeners to the meeting.

The State Board of Education held its January 4 meeting via conference call due to inclement weather. Several members were onsite, but most participated via phone, as noted above. Chairman Cobey noted that the meeting was also audio streamed, thanks to Mr. Lawrence Pollard for getting to the office this morning. A note about the meeting being changed to conference call was posted on eBoard, noting that audio streaming was available.

The Board dispensed with any special presentations and recognitions and moved immediately (after call to order, general comments, and reading of the ethics statement) to committee reports and to act on and approval of all Action and Action on First Reading items. Chairman Cobey asked Ms. West to call the roll to determine a quorum. After the roll call it was determined that a quorum of members was participating in the meeting.

Chairman Cobey noted that the Board’s agenda and materials were available online at www.ncpublicschools.org at “SBE Meetings.” All Board meeting materials were available on this site. Chairman Cobey noted that the January agenda was approved on Wednesday, so the Board will proceed under the approved agenda. Chairman Cobey reminded everyone that discussions occur on the Wednesday preceding the Board’s official meeting day, which is the first Thursday of the month.

Chairman Cobey then read the required 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. Chairman Cobey noted that on Wednesday, Mr. Davis and Mr. Kenan recused themselves from BSOP 1 and BSOP 2. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we 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 MINUTES

Discussion/Comments:

Chairman Bill Cobey requested a motion to approve the minutes of the State Board of Education meeting from December 6-7, 2017.

* There was no discussion.

Upon motion made by Ms. Amy White, and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the State Board of Education meeting minutes from the December 6-7, 2017.

ACTION AND DISCUSSION AGENDA

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

BSOP Committee Vice Chair Todd Chasteen called the January 2018 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Career and Technical Education (CTE) Grade Expansion Grant Program

SBE Strategic Plan

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

Objectives: 1.2 Graduate students prepared for postsecondary education.

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

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Office of the Deputy State Superintendent), Mr. John Kirkman (Interim Director, Career and Technical Education), Ms. Felicia Gray-Watson (Section Chief, Career and Technical Education), and Ms. Billie Redmond (Chair, Education and Workforce Innovation Commission)

Description:

The purpose of the Grade Expansion Program is to expand career and technical education (CTE) programs by prioritizing the inclusion of students in sixth and seventh grade through grant awards provided to selected local school administrative units for up to seven years. Funds appropriated for the Program shall be allocated to selected local school administrative units as competitive grants of (i) up to seven hundred thousand dollars (\$700,000) for the 2017-2018 fiscal year and (ii) to the extent funds are available, up to one million dollars (\$1,000,000) for the 2018-2019 fiscal year and subsequent fiscal years. Grant funds shall be used only for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students. The funds may be used for CTE programs at one or more schools in the local school administrative unit. Grant funds allocated to the local school administrative unit each fiscal year under the Program shall not revert but shall be available for the purpose of the grant program until expended.

(b) Consideration of Factors in Awarding of Grants. – Local school administrative units applying for the Program shall submit an application that includes at least the following information:

5. (1) A plan for expansion of the CTE program to sixth and seventh grade students, including the specific programs that will be expanded, the significance of CTE in the local school administrative unit, and how a grade expansion would enhance the education program and the community.
6. (2) A request for the amount of funds, a description of how the funds will be used, and any other sources of funds available to accomplish the purposes of this program.
7. (3) A proposed budget for seven years that provides detail on the use of the amount of funds to add personnel, increase career development efforts, and provide support services.
8. (4) A strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.

(c) Selection of Recipients. – For the 2017-2018 fiscal year, the Commission shall accept applications for a grant until November 1, 2017. For subsequent fiscal years that funds are made available for the Program, the Commission shall accept applications for a grant until August 1 of each year. The Commission shall select recipients in a manner that considers diversity among the pool of applicants, including geographic location, location of industries in the area in which a local school administrative unit is located, and the size of the student population served by the unit, in order to award funds to the extent possible to grant recipients that represent different regions and characteristics of the State. The Commission shall recommend recipients of the grants to the State Board of Education. The State Board, upon consultation with the Superintendent of Public Instruction, shall approve the recipients of grant awards.

(d) Allocation of Funds. – Of the funds available for the Program in each fiscal year, the Commission shall first allocate funds to applicants who received grant funds for the prior fiscal year for up to seven years. After funds are allocated to prior fiscal year grant recipients, any remaining funds may be used by the Commission to select new grant recipients. The Commission, in consultation with the Superintendent of Public Instruction, shall establish rules regarding any requirements for grant recipients to continue eligibility to receive funds each fiscal year, including timely and accurate reporting as required under subsection (e) of this section.

Reporting Requirements. – No later than August 1 of each year, for up to seven years after the initial grant award, a grant recipient shall submit to the Department of Public Instruction, Local Planning Systems Regional Services staff within the Division of Career and Technical Education, an annual report for the preceding year in which grant funds were expended that provides at least the following information on the program for sixth and seventh grade students:

7. (1) The use of grant funds, including the CTE programs and courses that have been expanded in the local school administrative unit to include sixth and seventh grade students.
8. (2) The number of students enrolled in CTE courses as part of the expansion.
9. (3) The number of students who subsequently enrolled in CTE courses in high school.
10. (4) The number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.
11. (5) The number of students who subsequently earned (i) college credit and (ii) approved industry certification and credentials.
12. (6) Any other information the Division of Career and Technical Education deems necessary.

The Superintendent of Public Instruction shall provide a report to the Commission by October 15 of each year based on the information reported to the Local Planning Systems Regional Services staff under this subsection, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for Career and Technical Education adopted by the State Board."

Recommendations:

It is recommended that the State Board of Education approve the applications identified by the grant evaluation team to distribute funding to school districts.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item.
- No additional comments.

Upon motion by Mr. Todd Chasteen and seconded by Mr. Wayne McDevitt, the Board voted unanimously for Approval of Career and Technical Education (CTE) Grade Expansion Grant Program, as presented. (See attachment BSOP 1)

This item was presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Adjusted Employee Salary Schedule and Benefits Manual Modifications for Highly Qualified NC Teaching Graduates

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 (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. Thomas Tomberlin (Director, School Research, Data, and Reporting) and Mr. Andrew Sioberg (Director, Educator Preparation)

Description:

Session Law 2017-212, Section 8.2A, establishes an adjusted salary schedule for North Carolina Teaching Graduates deemed Highly-Qualified by GPA and Pedagogy Assessment Scores. This requires an adjustment to the Salary Manual to include the various cut scores associated with approved pedagogy assessments.

This item is being requested as Action on First Reading due to the urgency in ensuring accurate salary and bonus payments to public school personnel, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item.

This item was presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment BSOP 2)

Upon motion by Mr. Greg Alcorn and seconded by Ms. Patricia Willoughby, the Board voted unanimously for the Adjusted Employee Salary Schedule and Benefits Manual Modifications for Highly Qualified North Carolina Teaching Graduates, as presented. (See attachment BSOP 2)

Update on Contracts

Chairman Cobey then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

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

SCDL Committee Vice Chair Becky Taylor called the January 2018 Special Committee on Digital Learning meeting to order.

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 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Presenter(s): Mr. Michael Nicolaides, Chief Information Officer Phil Emer, Director of Technology Planning and Policy at The Friday Institute

Description:

Pursuant to Session Law 2007-323 SECTION 7.28(d), the State Board of Education shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD). In this report, we provide an update on SCI financial activities for fiscal year 2017 (FY2017) beginning July 1, 2016 through June 30, 2017, and discusses operational activities over the calendar year 2017 (CY2017) beginning January 1, 2017 through December 31, 2017. Additionally, considerations for 2018 are presented at the end of the report.

The core provision for the SCI is specified as follows:

SECTION 7.28.(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms. The plan shall include the following components:

- (1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- (2) Assurances for a fair and open bidding and contracting process;
- (3) Technology assessment site survey template;
- (4) Documentation of how the technology will be used to enhance teaching in learning;
- (5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- (6) The number, location and schedule of sites being served; and
- (7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

Recommendations:

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

Discussion/Comments:

- SCDL Committee Vice Chair Becky Taylor noted a thorough discussion of this item.
- No additional comments.

This item was presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment SCDL 1)

Upon motion by Ms. Becky Taylor and seconded by Ms. Amy White, the Board voted unanimously for Approval of the Report to the General Assembly: Digital Learning, as presented. (See attachment SCDL 1)

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

ACTION

ES&P 1 – Teacher Preparation Policy Updates and Alignment with General Statute SBE

Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Recent state legislation (S.L.2017-189), formally SB 599 passed in July calls for a comprehensive overhaul to educator preparation. These changes necessitate additions, modifications, and omissions to corresponding SB 599 and SBE policy associated with educator preparation. This discussion item is the recommendations of the Professional Educator Preparation and Standards Commission to update and align SBE policy with the new law.

Recommendations:

On the recommendation of the Professional Educators Preparation and Standards Commission, the policies presented in this discussion item be reviewed by the State Board of Education and approved at the January 2018 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item last month.
- Dr. Oxendine recommended that the Board consider all policies except for the School Administrator Preparation Program Policy once an Ad HOC Committee has met and discussed next month.

This item is submitted for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment ES&P 1)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Teacher Preparation Policy Updates except for the School Administrator Preparation Program Policy and Alignment with Statute, as presented. (See attachment ES&P 1)

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

EICS Committee Chair Rebecca Taylor called the January 2018 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – Acceleration Charter School Recommendations

Policy Implications: CHTR-013

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): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

State Board of Education (SBE) policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration. At its November 6, 2017, meeting, the Charter Schools Advisory Board (CSAB) reviewed and considered the acceleration requests for five applicant groups. After its review and providing an opportunity to each applicant group to respond to limited questions, the CSAB determined that four of the five groups met the minimum criteria to qualify for acceleration. The four applicant groups (outlined below) will receive an interview opportunity with the CSAB at its December 2017 meeting. Since these applicants are seeking to accelerate their opening and begin school operations in the fall of 2018, the CSAB now makes a subsequent recommendation for SBE approval for any applicant it recommends for acceleration. Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools

(OCS) determined that five applicants requested "Acceleration" consideration, meaning the schools will open the fall of 2018 should the SBE approve their requests. At its November and December 2017 meetings, the CSAB conducted interviews and now makes the following recommendations:

The applicants seeking "Acceleration" consideration are:

- Achievement Charter School - Harnett County - **Not recommended SBE approval**
- Apprentice Academy HS of NC - Union County - **Recommended for SBE approval**
- Hobgood Academy Charter School - Halifax County - **Not recommended for SBE approval**
- Mountain Island Day School - Mecklenburg County - **Recommended for SBE approval w stipulation to remove the math readiness entrance requirement in the application**
- STARMOUNT Charter Academy - Guilford County - **Not recommended for SBE approval**

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education accepts is Acceleration Application recommendations.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item last month.
- Ms. Taylor made the motion with the additional stipulation directing Mountain Island Day School to change its name to distinguish it from already established charter schools and at least adding the words "charter school" to its name.

This item is presented for Action during the January 2018 State Board of Education meeting. (See Attachment EICS 1)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the 2017 Acceleration Charter School Recommendations with the Additional Stipulation Directing Mountain Island Day School to Change its name for Clarification and Consider Adding the Words "Charter School", as presented. (See attachment EICS 1)

ACTION

EICS 2 – Innovative School District Report to the Joint Legislative Education Oversight Committee

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Superintendent Hall will provide an overview and summary of the Innovative School District's annual report to the Joint Legislative Education Oversight Committee on the implementation and progress since May 2017.

Recommendations:

None at this time.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item last month for this item.
- No additional comments.

This item is presented for Action during the January 2018 State Board of Education meeting. (See Attachment EICS 2)

Upon motion by Ms. Becky Taylor and seconded by Dr. Olivia Oxendine, the Board voted unanimously to Approve the Innovative School District Report to the Joint Legislative Education Oversight Committee, as presented. (See attachment EICS 2)

ACTION

EICS 3 – Approval of Proposed Restart Schools

SBE Strategic Plan:

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

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 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 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

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 Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting. Applications Submitted for Approval: 2 Applications for the Restart Model are being submitted for discussion. The following list includes the names of the school district and schools.

Northampton County Schools

1. Willis Hare Elementary

New Hanover County Schools

3. A.H Snipes Academy of Arts and Design
4. R Freeman School of engineering

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- No additional comments.

This item is presented for Action during the January 2018 State Board of Education meeting. (See Attachment EICS 3)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to Approve the Proposed Restart Schools (Northampton County and New Hanover County), as presented. (See attachment EICS 3)

ACTION ON FIRST READING

EICS 4 – Restart Application Requests from Johnston County Schools and Vance County Schools

SBE Strategic Plan:

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

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 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 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

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 Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting.

Applications Submitted for Approval: Applications for the Restart Model are being submitted for Action on First Reading. The following list includes the names of the school districts and schools.

Johnston County Schools

1. Benson Elementary
2. West Smithfield Elementary
3. Selma Middle
4. Benson Middle

Vance County Schools

1. Northern Vance High School

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- No additional comments.

This item is presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment EICS 4)

Upon motion by Ms. Becky Taylor and seconded by Ms. Tricia Willoughby, the Board voted unanimously to Approve the Proposed Restart Schools (Johnston County and Vance County), as presented. (See attachment EICS 4)

ACTION ON FIRST READING

EICS 5 – Amendment Requests to Restart Applications from Durham Public Schools and Rowan-Salisbury County

SBE Strategic Plan:

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

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 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 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

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 Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting. Submitted to Rescind: Application for the Restart Model to be rescinded is submitted for Action on First Read. The following list includes the names of the school district and schools.

Durham Public Schools

13. Bethesda Elementary
14. Brogden Middle
15. Eno Valley Elementary
16. Shepard Middle
17. Lowes Grove Middle
18. Lucas Middle
19. Fayetteville Street Elementary
20. E. K. Powe elementary
21. Githens Middle
22. Southern School of Energy and Sustainability
23. Sandy Ridge Elementary
24. Y.E. Smith Elementary

Submitted for Amendment: Application for the Restart Model to be amended and reflect 2018-19 as a planning year not an implementation year. The following list includes the names of the school district and schools.

Rowan Salisbury

14. Erwin Middle
15. Carroll T. Overton Elementary
16. China Grove Elementary
17. Corriher-Lipe Middle
18. Koontz Elementary
19. H. D. Isenberg Elementary
20. Hurley Elementary
21. Knollwood Elementary
22. Landis Elementary
23. North Rowan Elementary
24. North Rowan High
25. Southeast Middle
26. West Rowan Middle

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item last month.

This item is presented for Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment EICS 5)

Upon motion by Ms. Becky Taylor and seconded by Ms. Tricia Willoughby, the Board voted unanimously to Approve the Proposed Restart Schools (Durham Public Schools and Rowan Salisbury), as presented. (See attachment EICS 5)

DISCUSSION

EICS 6 – Innovative School District Update to the State Board of Education on the External Evaluation and Matching of an Innovative School Operator for Southside Ashpole Elementary School

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Innovative School District Superintendent Dr. Eric Hall will provide an update on the external evaluation of the Innovative School Operator Applicant's proposals, as completed by School Works, a third-party evaluation firm. School Works is contracted to complete the external evaluation on the applications submitted by Achievement for All Children (AAC) and The Romine Group (TRG).

Recommendations:

None at this time.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item last month.
- No additional comments.

This item is presented for Discussion during the January 2018 State Board of Education meeting. (See Attachment EICS 6)

DISCUSSION

EICS 7 – 2018-19 Charter School Enrollment and Grade Expansion Requests

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): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Enrollment Growth Greater Than 20%

Per NC General Statute 115C-218.7, enrollment growth greater than twenty-percent (20%) shall be considered a material revision of the charter. The State Board of Education (SBE) **shall not approve** a material revision for enrollment growth of greater than twenty-percent (20%) for a charter that is currently identified as low-performing.

Enrollment growth of greater than twenty-five percent (25%) shall be considered a material revision of the charter for any charter school that is not identified as low-performing.

The SBE **may approve** such additional enrollment growth of greater than twenty-five percent (25%) only if it finds **all** the following:

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

1. The charter school is not currently identified as low-performing.
4. The charter school meets generally accepted standards of fiscal management.
5. The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 12, 2017, meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment and grade expansion request of the schools outlined below and made a recommendation to the SBE:

CSAB NOT Recommended for Approval

- 06A – Grandfather Academy (Avery County)
- 32D – Kestrel Heights School (Durham County)

- 32P – The Institute for the Development of Young Leaders (Durham County)
- 65C – Douglas Academy (New Hanover County)

CSAB Recommended for Approval

- 76A – Uwharrie Charter Academy – (**K – 4 Expansion Request**) (Randolph County)
- 79A – Bethany Community Middle School (**10th Grade Expansion Request**) (Rockingham County)
- 81B – Lake Lure Classical Academy (Rutherford County)
- 90B – Union Day School (Mecklenburg County)
- 92T – Triangle Math and Science Academy (Mecklenburg County)

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- No additional comments.

This item is presented for Discussion during the January 2018 State Board of Education meeting. (See Attachment EICS 7)

DISCUSSION

EICS 8 – 2018 Charter School Renewal Recommendations

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): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board) and Ms. Shaunda Cooper (Consultant, Office of Charter Schools)

Description:

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 the renewal cycle, schools must complete a thorough 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 insight on the school's daily operations.

Consistent with G.S.115C-218 and SBE Policy CHTR-007, the following charter schools request renewal of their charters that will expire June 30, 2018:

- Brevard Academy
- East Wake Academy
- Endeavor Charter
- Franklin Academy
- Healthy Start Academy
- Lake Norman Charter
- Lincoln Charter School
- River Mill Academy
- Success Institute Charter
- Triad Math and Science Academy
- Woods Charter

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 NCDPI compliance forms and a renewal site visit to each school, and academic and enrollment data of the school and the LEA in which the school resides. OCS presented each school portfolio to the Charter School Advisory Board (CSAB). In reviewing the totality of information, the CSAB decided to invite two groups for interviews in order to gain a better understanding of the school's situation. On November 7, 2017, the CSAB met to interview those schools, and ask relevant questions, in support of formulating a recommendation to the State Board of Education. On December 11, 2017, the CSAB held a final review of the renewing schools to determine final recommendations to be submitted to the SBE.

The Charter School Advisory Board recommended a **ten-year charter renewal** for:

- Brevard Academy
- East Wake Academy
- Endeavor Charter
- Franklin Academy
- Lake Norman Charter
- Lincoln Charter School
- River Mill Academy
- Triad Math and Science Academy
- Woods Charter

A **three-year charter renewal** was recommended for:

- Healthy Start Academy
- Success Institute Charter

Recommendations:

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

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- No additional comments.

This item is presented for Discussion during the January 2018 State Board of Education meeting. (See Attachment EICS 8)

MOVED TO ACTION ON FIRST READING

DISCUSSION

EICS 9 – The Experiential Schools of Greensboro Request to Amend its Mission Statement

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): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per G.S. 115C-218 and State Board of Education (SBE) policy CHTR-014, a material revision to a charter school's approved application requires approval before implementation. The SBE has granted permission to the Office of Charter Schools (OCS) to approve certain amendment requests while others require approval from the SBE. A change to a charter school's mission statement requires approval from the SBE. The Experiential School of Greensboro (Guilford County) approved in August 2017 (currently in its Planning Year) requests a change to the mission statement in its approved charter application. The school's request with board meeting minutes is attached to this request. In its request to amend its mission statement the school provided the following rationale:

"We have not changed the mission of The Experiential School of Greensboro; however, we did wordsmith the mission statement. Our original mission statement did not adhere to the 35-word limit. Moreover, the Board thought that our original mission statement did not speak to families and non-educators as clearly as it could, nor did it highlight the school's location as being part of how we operationalize experiential education and a big part of what makes us a unique school choice in the Triad. Therefore, we crafted and adopted a new mission statement at our July Board Meeting. This new mission statement (a) more clearly articulates for non-educators the original mission of the school, (b) adheres to the 35-word maximum, and (c) highlights the curricular opportunities afforded by our location in Downtown Greensboro as described throughout our instructional plan."

Original Mission Statement:

The Experiential School of Greensboro educates the whole child through a high quality, project-based, experiential curriculum. We are committed to an inclusive, open, experience-based learning environment that promotes the development of socially-aware citizens who are creative problem solvers and critical thinkers.

Proposed Amended Mission Statement:

The Experiential School of Greensboro educates critically engaged citizens using an experiential curriculum that extends the classroom into the downtown Greensboro community.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this amendment request for The Experiential School of Greensboro.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that while in its planning year, The Experiential School of Greensboro would like to refine its mission statement and is requesting an amendment.
- Ms. Taylor asked that this item be moved to action on first reading.
- Chairman Cobey noted without objection, so ordered.

This item is presented for Discussion and moved to Action on First Reading during the January 2018 State Board of Education meeting. (See Attachment EICS 9)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the Experiential Schools of Greensboro Request to Amend its Mission Statement, as presented. (See attachment EICS 9)

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Educator Standards and Practices Committee.

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

ACTION

SLA 1 – Report to the North Carolina General Assembly: State Agency Continued Collaboration on Early Childhood Education

Policy Implications: Session Law 2016-94, SECTION 12B.5.(a) and (b)

SBE Strategic Plan

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

Objectives:

6. Increase the cohort graduation rate
7. Graduate students prepared for post-secondary education
8. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
9. Reduce the percentage of students needing remediation in postsecondary education
10. 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 5: Every student is healthy safe and responsible

Objectives:

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

Presenter(s): Dr. Pam Shue (Early Childhood Education) and Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

This report is in response to Session Law 2017-57 that requires the NC Department of Health and Human Services, in consultation with the Department of Public Instruction and any other agencies or organizations that administer, support, or study early education in the State to:

- Continue to collaborate on an ongoing basis in the development and implementation of a statewide vision for early childhood education;
- Continue developing a comprehensive approach to early childhood education, birth through third grade, including creating cross-agency accountability with a comprehensive set of data indicators, including consideration of the NC Pathways to Grade-Level Reading, to monitor and measure success of the early childhood education systems; and
- Submit a follow-up report of their findings and recommendations, including any legislative proposals, on the statewide vision for early childhood education.

This report follows the report that was submitted in January 2017 in response to Session Law 2016-94 that initiated the requirement to collaborate to develop and implement a statewide vision and comprehensive approach for early childhood education, birth through third grade, including cross-agency accountability and a comprehensive set of data indicators.

Recommendations:

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

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion last month on this item.
- No additional comments.

This item was presented for Action during the January 2018 State Board of Education meeting. (See Attachment SLA 1)

Upon motion by Mr. Eric Davis and seconded by Ms. Becky Taylor, the Board voted unanimously to approve the Report to the NC General Assembly: State Agency Continued Collaboration on Early Childhood Education, as presented. (See attachment SLA 1)

ACTION

SLA 2 – High School Accreditation Recommendation for J.P. Knapp Early College (Currituck County Schools)

Policy Implications:

SBE Strategic Plan

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

Objectives:

6. Increase the cohort graduation rate
7. Graduate students prepared for post-secondary education
8. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
9. Reduce the percentage of students needing remediation in postsecondary education
10. 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. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required, outside peer review or audit. J. P. Knapp Early College is requesting accreditation from the State Board of Education:

Per SBE policy ACCR-000, DPI staff has examined the student performance data, including the schools’ overall performance, cohort graduation rate, and post-secondary readiness measures (Math Course Rigor, ACT performance, and ACT WorkKeys performance). The school provided the school’s improvement plan and meeting minutes of the school improvement team for review. Additionally, the school conducted a self-evaluation using the self-evaluation component of DPI’s Comprehensive Needs Assessment.

Recommendations:

It is recommended that the SBE approve accredited status for J.P. Knapp Early College.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion last month on this item.
- No additional comments.

This item was presented for Action during the January 2018 State Board of Education meeting. (See Attachment SLA 2)

Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the High School Accreditation Recommendation for JP Knapp Early College (Currituck County Schools), as presented. (See attachment SLA 2)

Chairman Cobey then recognized Ms. Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

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

ACTION**HRS 1 – Definition of Student Chronic Absence and Chronic Absenteeism Rate****SBE Strategic Plan:**

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

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

Description:

The first step for promoting consistent student school attendance and reducing student chronic absenteeism is collecting, analyzing and using accurate and consistent data to identify at-risk students and school trends and to inform when and how to effectively and efficiently target school and community resources. Chronic absence differs from both truancy and average daily attendance. Daily attendance is the percentage of students present in a school each day. Truancy measures unexcused absences only. Chronic absence refers to missing so much school, for any reason – excused, unexcused, suspension – that a student is at risk of falling behind. A common definition of chronic absenteeism allows for meaningful comparison of chronic absenteeism rates within the state and across the country. Many researchers and the national group Attendance Works recommend using missing 10 percent or more of school as the threshold for chronic absence.

Here are some reasons for using the 10 percent definition:

It is based on research showing that missing that much school is associated with lower academic performance and dropping out. It promotes the early identification of students, because schools and communities can use the 10 percent absence rate as a trigger for intervention from the start of school and throughout the year, rather than waiting for a student to miss 15 or more days before investigating. It allows for better detection of attendance problems among highly mobile students who often move too frequently to ever accumulate 15 or 20 days of absence in a single school or district. Starting in the 2016-17 school year, the U.S. Department of Education through the ED Facts Submission System will require all states to report chronic absence rates using the 10 percent definition annually. The Every Student Succeeds Act requires that chronic absenteeism data be included on the State and LEA Report Cards starting with the report cards that include information for the 2017-18 school year. It offers comparable data across states and districts that have school years of different lengths. Nine of the 14 states that have included chronic absence in their ESSA plans define chronic absence as missing 10 percent or more of total enrolled school days.

Recommendations:

The State Board of Education is asked to discuss this definition of Student Chronic Absenteeism.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted that staff presented a comprehensive report on this item during the EICS committee meeting last month.

This item was presented for Action during the January 2018 State Board of Education meeting. (See Attachment HRS 1)

Upon motion by Ms. Tricia Willoughby and seconded by Ms. Amy White, the Board voted unanimously to approve the Definition of Chronic Absence and Chronic Absenteeism Rate, as presented. (See attachment HRS 1)

CHAIRMAN'S CLOSING COMMENTS

Chairman Cobey thanked Board members, Board advisors and staff. Chairman Cobey noted that preparing for a meeting so close after the holidays can be taxing, so my special thanks to all of you for the extra duty this month to squeeze in preparation with all your holiday events.

Chairman Cobey began his comments by noting that staff will continue to develop a Strategic Plan and will come back next month with what will be a mostly complete final draft. Dr. Fabrizio has presented some changes already this month. The SBE will certainly review it prior to the meeting so the conversation next month on the strategic plan can help solidify the plan's changes. Chairman Cobey noted, however, that, at this time in the planning for the February meeting, the SBE will spend the majority of the Wednesday meeting on a deep-dive discussion of the agency's budget. Chairman Cobey announced that several staff in the agency would be participating in developing the presentations and conversations that will occur regarding the budget. Mr. Alcorn and Mr. Chasteen will be active in working with this presentation, but Chairman Cobey invites others to offer their ideas on aspects of the budget that you would like to hear about regarding future impacts. Superintendent Johnson is working with DPI and SBE staff on this presentations development. He reminded everyone that the Department's budget potentially faces additional cuts. It is paramount that we be at the table and this deep-dive to see if, in fact, there are additional places for cuts that will not continue to erode the agency's core mission of service delivery to local school districts. Chairman Cobey added, if you have particular questions or ideas, please share them with Mr. Alcorn, Mr. Chasteen, Ms. West, or Dr. Pitre-Martin so they can be coordinated with superintendent Johnson and others working on this presentation.

Chairman Cobey noted that until the February agenda is fully developed, it is difficult to predict with 100% accuracy now, but Ms. West will initially prepare an agenda that schedules all our official February Board meeting committee items on Thursday, February 1. If she learns that the deep-dive budget discussion would not be as lengthy as we currently anticipate, we may be able to begin our committee meetings later in the day on Wednesday afternoon. Otherwise, our February regular Board meeting items will likely be in session on Thursday until at least 2:00 PM, approximately. Chairman Cobey also noted that in his absence that Vice Chairman Collins provide the leadership of both Wednesday and Thursday February meeting.

Chairman Cobey also reminded the Board that the Legislature was scheduled to convene in special session on Wednesday, January 10. Ms. Holden will keep the Board apprised of the items under consideration during the session. She and others have been working on issues related to the principal pay and on the impact of the K-3 three class size legislation. He added that he was sure that other topics may arise, and Ms. Holden will send the Board an immediate alert to any additions on which she may need the Boards input. Please be mindful of any emails, calls, or other messages you may receive from her since she may need your input.

Chairman Cobey stated that the Board had one personnel decision on which they need to act today. Chairman Cobey noted that the Attorney II position in the State Board of Education Office has been vacant since mid-September. He noted that Mr. Jason Weber had very aptly served in that role as an interim, and expressed sincere thanks to him for stepping into this role willingly and with great skill and sound guidance to the Board. The Board has interviewed candidates to fill this position and have all been involved. Chairman Cobey recognized Vice Chairman Collins, and asked for a motion on this matter.

Upon motion by Mr. A.L. Collins and seconded by Mr. Todd Chasteen, the Board voted unanimously that Mr. Eric Snider be Hired as the General Counselor for State Board of Education, as presented.

Chairman Cobey stated that they look forward to Mr. Snider joining the Board Office. His start date will be January 16, so he will be at our February meeting and we are delighted to have him join the SBE staff. Chairman Cobey extended sincere thanks to Mr. Snider for accepting this position. Chairman Cobey shared that he was a Teach for America alumnus and, served as a high school special education teacher at Louisburg High School in Franklin County. We believe with that experience along with presently serving on the Board of Henderson Collegiate Charter School, which is one of the exemplary charter schools in our state will serve him well in his new role. Chairman Cobey recognized Treasurer Dale Folwell for comments.

Treasurer Dale Folwell thanked the Board members for carrying all the water last year. He added that he tried to attend as many meetings as possible; however, working to keep the health plan and the pension plan solvent and sustainable has been high priority. Treasurer Folwell shared that open enrollment took fifty-one clicks for a state employee to get through the open enrollment process a year ago. He noted that it was narrowed down to ten clicks instead of fifty-one clicks and was highly successful. Treasurer Folwell also shared that this plan has over 760,000 participants and last year there were over 179,000 life-changing events within the state health plan. He noted that this year we will hear more about the disability plan and added that it was not a means to deal with human resource issues.

Chairman Cobey thanked Treasurer Folwell for the report, acknowledging his hard work with very difficult issues. Chairman Cobey noted that we know where your heart is and know how much you care about education, and look forward to you being able to participate a little more in the future.

Chairman Cobey expressed his wishes for a happy, safe, and healthy New Year to Board members, Board advisors staff, and are 1.5 million students and the educators and administrators to get up every day to join us in facing and overcoming our challenges and barriers and in continuing to take full advantage of the opportunities in public education.

With no other business items to come before the Board, Chairman Cobey asked for a motion to adjourn from the January 2018, SBE meeting.

Upon motion by Mr. A.L. Collins and seconded by, Ms. Tricia Willoughby, Board members voted unanimously to adjourn the January 4, 2018, meeting of the State Board of Education.