

**Minutes of the  
North Carolina State Board of  
Education Education Building  
301 N. Wilmington  
Street Raleigh, NC  
27601-2825  
February 28 – March 1, 2018**

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

William Cobey, Chairman  
A.L. Collins  
Eric Davis (via phone)  
Todd Chasteen  
Greg Alcorn (via phone)  
Wayne McDevitt  
Lt. Governor Dan Forest

Patricia Willoughby  
Rebecca Taylor  
Olivia Oxendine  
Amy White  
Reginald Kenan

Also present were:

State Superintendent Mark Johnson  
Freddie Williamson, Superintendent Advisor

Jason Griffin, Principal of the Year Advisor  
Lisa Godwin, 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 Board members, Advisors, staff, onsite 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 Wednesday proceeding is reserved for our committee meetings, issues sessions and our planning and work sessions. Before proceeding with the ethics statement and moving into our committee meetings, Chairman Cobey offered condolences over the loss of student and educator lives through school violence not only in Florida on February 14, but also in other schools in the United States that have experienced school violence since the beginning of this year. It is inconceivable to him that these acts have occurred, but it is a fact. Chairman Cobey then asked that we pause momentarily in memory of those who perished and in honor of the survivors who were grieving, recovering, and making their voices heard.

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 March 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. Becky Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for February 28-March 1.*

Chairman Cobey immediately began their committee meetings noting that they will have an Issues Session for this meeting, but was scheduled for Thursday due to the availability of our participating LEAs and school guests.

Chairman Cobey then recognized Ms. Becky Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

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

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

***ACTION***

**EICS 1 – Second-Year Delay Request for Discovery Charter School**

**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), Dr. Kebbler Williams (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Discussion:**

Discovery Charter School (DCS) in Durham County requests that the State Board of Education (SBE) grant a two-year delay in opening the charter school. In August 2016, the SBE granted final approval to DCS to open in August 2017 and ultimately approved the one-year delay request in May 2017.

In a December 2017 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees DCS stated that it has experienced setbacks related to a court case over a special-use permit. Since the appeal was not successful and there is no resolution in the foreseeable future, the DCS board now requests a two-year delay (letter attached). The CSAB considered this information at its January 9, 2017, meeting and voted unanimously to recommend a two-year delay to the SBE.

Per its approved application, DCS plans to open with grades six and seven and expand one grade per year until the school is a full grades six through eight school serving 528 students. The school's mission statement is: "The mission of Discovery Charter School is to prepare students to be self-motivated lifelong independent and collaborative learners through a challenging STEAM-focused curriculum in an innovative and supportive environment." With a blended learning model of instruction, "DCS will use innovative scheduling, unique building design, and a dedicated Passion Learning Time to drive student motivation, collaboration, and achievement."

The Charter School Advisory Board (CSAB) supports DCS's request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The DCS Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2019, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2019, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this two-year delay for Discovery Charter School with the above stipulations.

**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 March 2018 State Board of Education meeting. (See Attachment EICS 1)

***ACTION***

**EICS 2 – Joint Legislative Education Oversight Report: Charter Schools Pilot Transportation**

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

**Description:**

Pursuant to Session Law (SL) 2017-57, the Department of Public Instruction (NCDPI) is required to establish the Charter School Transportation Grant Pilot Program (Program). The total amount of available funds for the program is \$2.5 million dollars. The maximum available for a single program is \$100,000. The purpose of the Program is to award grant funds to a charter school meeting specific eligibility requirements for the reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school. Disbursements are contingent on:

1. Timely submission of documentation reporting expenditures (e.g. contracts, budgets, reports, etc.);
2. Verification of those documents;
3. Consideration of the total number of requests; and
4. Development of pro rata distribution formula if needed.

**Permissible Uses of Program Funds**

Program funds awards shall be used for the below listed purchases. The maximum amount of award is \$100,000 per program. The maximum amount may be distributed in one semester in some instances.

1. Transportation Fuel
2. Vehicle Maintenance
3. Contracted Transportation Services

**Eligible Applicants**

If a charter school has a student enrollment of at least fifty percent (50%) of its students residing in households with an income level not in excess of the amount required for a student to qualify for the federal free or reduced-price lunch program in a semester of the school year, the charter school may apply to NCDPI for grant funds under the Program for reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school for that semester.

**Required Reporting**

Grant recipients are required to submit a report by February 16, 2018, on the following:

1. Whether receiving the reimbursement has led to an increase in the charter school offering lunch;
2. Whether receiving the reimbursement has led to an increase in student lunch participation at the charter school;
3. Whether receiving the reimbursement has increased or expanded the offering of student transportation by the charter schools; and
4. The modes of student transportation offered by the charter school receiving grant funds.

The Department of Public Instruction shall report by March 15 of each year to the Fiscal Research Division and the Joint Legislative Education Oversight Committee on the administration of the grant program for the prior year, including:

1. The number of charter schools that received grants and the amount of grant funds awarded to those charter schools;
2. The types of student transportation costs eligible for reimbursement under the Program; and
3. An estimate of the cost of the Program for the upcoming fiscal year.

The attached draft report will fulfill this legislative annual reporting requirement.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this Annual Report.

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

**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 March 2018 State Board of Education meeting. (See Attachment EICS 2)

***ACTION ON FIRST READING***

**EICS 3 – Montcross Charter Academy Request to Surrender its Charter**

**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), Dr. Kebbler Williams (Consultant, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

On August 4, 2016, the State Board of Education (SBE) voted to grant Montcross Charter Academy (MCA) approval to open in Gaston County.

On January 31, 2018 (in the middle of a one-year delay), the Office of Charter Schools (OCS) received a request from the MCA Board of Directors to relinquish its charter due to the challenges it has faced in securing a site for the school (documents attached).

**Recommendations:**

The Office of Charter Schools recommends that the State Board accept the voluntary charter relinquishment for Montcross Charter Academy.

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith presented to the Board the voluntary relinquishment of Montcross Charter Academy. The school is in the middle of its one-year delay and is still having difficulty securing a facility. The school has requested to surrender its charter.
- Ms. Taylor asked how many relinquished charters have we had? Dr. Townsend-Smith replied that over the last three years, five schools relinquished their charter, one of which is Montross Charter Academy.
- Chairman Cobey commented that it was more about them being able to find a facility or find property that they could build a facility. Dr. Townsend-Smith replied that seems to be the trend. She added that most of these relinquishments were one-year delays.
- Ms. Taylor asked who were the EMOs and CMOs. Dr. Townsend-Smith stated that we have had two Accelerated Learning Solutions (ALS) schools, one that requested a delay which was Stewart Creek and one relinquish which was Twin City. There were three NHA schools, Peak, Johnston and Rolesville are currently in their one-year delay and should open this year. We have two Charter Schools USA, one was a relinquishment and the other was a delay. She added that while not been categorized as a CMO or EMO, the Challenge Foundation Schools had three in this process that have requested a delay.

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

***ACTION ON FIRST READING***

**EICS 4 – Bertie County Request to Rescind Restart Application**

**SBE Strategic Plan:**

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

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

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

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

**Presenter(s):** Dr. Nancy Barbour (Director, Educator Support Services)

**Description:**

Recurring Low-Performing schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for 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 March State Board Meeting.

*Submitted to Rescind:*

Application for the Restart Model to be rescinded is being submitted for Action on First Reading. The following list includes the name of the school district and school.

- Bertie County Schools  
1. Bertie High School

**Recommendations:**

It is recommended that the State Board approve the Bertie County request to rescind this application.

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour referenced a letter from Dr. Catherine Edmonds the new Superintendent for Bertie County Schools who asked to resend the restart application for Bertie High School, so that they can focus on their school improvement grant initiatives.
- Ms. Taylor asked if Bertie County Schools could have a restart application if they have a school improvement grant. Dr. Barbour replied yes; however, we must make sure that they are honoring what they said they would do in their school improvement grant, which would include a restart focus. She noted that the school improvement grant was awarded before they completed this application.

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

**DISCUSSION**

**EICS 5 – The Capital Encore Academy’s Request to Postpone its High School**

**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), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

The Capital Encore Academy (Cumberland County) opened August 2014 and requests State Board of Education (SBE) approval to postpone its high school offerings until 2020 (year 7) due to its current academic standing as a continually low-performing charter school (see attached). Currently, the school provides education for students in grades K – 8 and planned to expand to ninth grade next year as outlined in its previously approved charter application. The Capital Encore Academy’s request to postpone its high school requires State Board approval per NC General Statute 115C-218.5 and CHTR-014 since this change is considered material.

**Recommendations:**

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

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith shared that Capital Encore Charter opened in 2014, noting that when they submitted their plan, they had a proposal for K-12. She stated that over the last three years they have struggled with their academics and are partnered with an EMO. They were currently a continuing low-performing charter school.

- Ms. Taylor asked about their enrollment for next year because of the delay, and how will it impact their enrollment numbers currently approved. Dr. Townsend-Smith replied that as a continuing low-performing charter school, they can grow up to 20% but cannot submit a new request to expand.

This item is presented for Discussion during the March 2018 State Board of Education meeting. (See Attachment EICS 5)

**DISCUSSION**

**EICS 6 – Annual Charter School Performance Framework Overview**

**SBE Strategic Plan:**

**Goal 2:** 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), Ms. Stephenie Clark (Consultant, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS); through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time, is a part of the renewal process, and may be used for high-stakes decision-making. Information outlined in the PF allows OCS to provide charter schools, SBE, and Charter Schools Advisory Board (CSAB) one consistent document to determine whether a charter school is meeting academic, operational and financial goals.

The 2017 PF data collection period started in January 2017 and concluded June 30, 2017. Prior to the data collection period, OCS provided training to all charter schools on using Microsoft SharePoint. During the data collection process, technical assistance was granted as needed. Extensions were granted to charter schools requesting additional time to submit information. OCS reviewed and provided feedback for items submitted for the PF from July 2017 - January 2018. OCS then provided a correction period for schools to adjust items to ensure compliance with statute, SBE policy, and the charter agreement. Any school not making specific corrections or submitting requested documentation after extension requests received a rating of "Not Compliant" for the 2017 PF. The attached report outlines the number of charter schools not meeting, meeting and exceeding expectations.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education accept the 2018 Performance Framework

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith provided the Board history behind the annual charter school performance framework and added that the framework will measure the operational, financial and academic compliance of charter schools.
- She stated that this report outlines how the charter schools performed against the four measures that were outlined in the SBE Strategic Plan in relation to charter schools.
- Dr. Townsend-Smith reminded the Board about the measure of charter schools at or above 60% on EOG/EOC assessments. She noted for the 2017-18 performance framework will be changed because of changes in statute which remove the 60% outline.
- She shared that they are also looking at the percentage of charter schools meeting or exceeding annual academic growth, and the percentage of charter schools meeting or exceeding all financial and operational goals.
- Dr. Townsend-Smith described the three-year trend in 2016-17. They trended down in most areas, and attributed that to in the past they had dedicated staff that held charter schools' hands, giving them multiple opportunities to become compliant in certain areas. She noted that there has been a transition in staff in this workflow during the 2016-17 school year. OCS has made corrections with the 2017-18 performance framework to provide that additional support giving schools the opportunity to self-correct.
- She shared the percentage of charter schools meeting or exceeding financial and operational goals. Overall 91% of their charter schools are meeting and exceeding the goals the State Board of Education has outlined for them. 9% are not meeting or exceeding expectations and are consistent schools that OCS are providing support to.
- Dr. Townsend-Smith shared the performance by measurement category adding that they tried to bucket the compliance areas into a scale of zero and 100. In the operational component for 2016-17, 56% of our charter schools met the operational goals, 91% of our renewal schools met the operational goals, and 32% met the academic outcomes. She reported that we did not have any renewal schools not meeting goals.

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

**DISCUSSION**

**EICS 7 – American Renaissance School’s Request to Change its Mission**

**SBE Strategic Plan:**

**Goal 2:** 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), Ms. Shaunda Cooper (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

American Renaissance School requests to amend its original mission statement. The Board of Directors at the school along with the administration wish to amend the current mission statement as it is lengthy. American Renaissance believes its proposed amended mission statement is more “user friendly.”

**Original Mission Statement:**

The American Renaissance School Mission is to provide an engaging and intellectual environment which surrounds the child in a community of learners who acknowledge and believe in the unique, yet dynamic nature of the human spirit and strive to foster and nurture the individual through meaningful and challenging opportunities in art research, communication, and science while collectively experiencing a Renaissance of the Mind.

**Proposed Mission Statement:**

To ensure a standard of academic excellence by providing a nurturing environment that allows each child to reach his or her fullest potential as students and citizens.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve the mission change for American Renaissance School.

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that this request was from the American Renaissance School to change its mission statement. This school had two different mission statements, one for the elementary campus and one for its middle school campus.

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

**DISCUSSION**

**EICS 8 – Innovative School District Update on Selection and Negotiation Process with Potential Innovative School Operators for Southside Ashpole Elementary School**

**Presenter(s):** Dr. Eric Hall (ISD Superintendent)

**Description:**

Dr. Hall will present an update to the State Board of Education on the progress being made in the negotiations with the two Innovative School Operator (ISO) applicants for Southside Ashpole Elementary School in Robeson County. This update will include an overview of the additional steps that have been taken to engage in an effective negotiation process and efforts to solicit clarity in each operator’s application where needed. This update may include the status of negotiations with the two current applicants and steps that are being taken to consider other operator entities in the event of failed negotiations.

**Recommendations:**

Recommendation for approval of a selected ISO by April 15, 2018.

**Discussion/Comments:**

- EICS Committee Chair, Becky Taylor, recognized Dr. Eric Hall to lead this item.
- Dr. Hall provided an update on the selection and negotiation process with potential Innovative School Operators for Southside Ashpole Elementary.

- Southside Ashpole Elementary is located in Robeson County. It is our first inaugural school and is in one of 73 districts with low-performing schools statewide.
- Dr. Hall thanked the Board for providing an additional sixty days to work through the ISO review process. He reminded the Board that the ISD has two organizations that applied to be our first operator, and there is a big difference between what an operator looks like in the ISD compared to an EMO or CMO.
- Dr. Hall recognized the two groups that have stepped up to stay with the ISD throughout the process – The Romine Group and Achievement for All Children. He added that this had been a very rigorous but transparent process. Last month evaluations were posted that showed the strengths and opportunities, and in some cases, the weaknesses that both organizations presented in their application. There were things we want to make sure we gather assurances and clarity on if we are going to select either to be a founding partner. Dr. Hall noted that he had been engaged with the community panel, which includes the local District Superintendent, members of the Robeson County School Board, and members of the local Rowland community. They were able to engage with the operators and SchoolWorks, our external evaluators.
- Dr. Hall shared that they returned the reports to the operators and informed them that they had an opportunity to submit supplemental information, which would help provide clarity and detail they felt they did not have initially. Both organizations stepped forward and provided supplemental information and have worked diligently to answer questions and address some of the gaps identified in the evaluation by SchoolWorks. Additionally, the ISD engaged each group in two-hour, in-person negotiations meetings. SchoolWorks participated in these meetings and is in the process of reviewing the supplemental information provided. Updated evaluation reports from SchoolWorks are anticipated the week of March 12th. The ISO applicants developed amended 5-year budgets aligned with proposed operational plans for Southside Ashpole Elementary.
- Dr. Hall stated that throughout this negotiation process, there had been a thorough review of the supplemental information and discussions. SchoolWorks has been involved in every step of the process. SchoolWorks will add a supplemental portion to the evaluation that explains where something was clarified, addressed, and whether or not that additional information justifies potentially moving a rating from does-not-meet expectations to partially-meets expectations or moving partially-meeting expectations to meet expectations. Through this process, the ISD will get the information needed to know whether we have the right partner to come in and work with us side by side to support the students and the community of Rowland.
- He noted that we are currently in a place of urgency. We have a school that is slated to start next fall, and we want to decide as soon as possible. Kindergarten registration processes begin in April. We must work on hiring a school leader and are looking at interviewing and hiring staff at the school where we know there are current vacancies right now. There will be community and parent information meetings that we need to have to ensure that everyone has the information they need to be ready for the next school year, as well as policy and procedures developed at the school level. We will also continue to work with transition planning with the public schools of Robeson County, start-up action planning and much more.
- Dr. Hall acknowledged Robeson County as a strong partner, stating that last Friday when they met, at least a dozen of their district leadership was in the room working on every one of those areas with the ISD. He added that all these pieces are being worked through on a parallel pathway while this evaluation process continues with SchoolWorks. Ultimately Dr. Hall's goal for next month is that they have a recommendation and a goal for selection, and hopefully a decision so they can move quickly to whoever that operator will be.
- Dr. Hall shared the roles of the ISD and the ISO. Dr. Hall reiterated that all the teachers and staff in the school would be employees of the ISD unless they were contracted, for example, as are child nutrition services will be with the local district. The operator is only going to employ the school leader. The other part that the ISD will be involved in is monitoring compliance and effectiveness of contracted services.
- He noted that we also have an obligation to engage with the local community and the families. Collaborate and facilitate negotiations between the ISD, ISO and local district for related services. Support and monitor all start-up activities in partnership with contracted ISO, the local school district and the community. Partner and collaborate with the local school district on the design, planning and implementation of an Innovation Zone (I-Zone).
- Dr. Hall discussed the roles of the ISO (the innovative school operator). The ISO identifies and hires the school leader (contract to be maintained on the ISD website). Provides and implements curriculum and instructional strategies. Provides training, coaching and support to school staff to ensure effective implementation of their plan and achieve expected outcomes. Ensures compliance with all state, federal and contractual requirements; and manages day-to-day operations of the school.
- Dr. Hall stated that they would like to hold the selection of the ISO until the report comes back from SchoolWorks. He anticipates their report around the week of March 12. He added that once we have that report, it will be used to help inform our final recommendation back to the State Board.
- Dr. Oxendine asked if SchoolWorks has been required to submit a timeline by which these tasks will be checked off. Dr. Hall replied yes. He added that there is a startup plan component of the evaluation. Each organization must submit a startup plan which details the action steps week by week of what they're doing as we prepare for this new school year. He also added that they have had to amend some of that with the timeframe being adjusted through this selection process.
- Chairman Cobey asked how ISD would work with the operator on hiring employees of a school and how are they paid? Dr. Hall replied that once an operator has been selected, ISD will sit with the school leader to interview the staff together. We



would have to process the staff hired through the ISD, and they will be paid like our residential schools are across the state through the department.

- Ms. Taylor asked if those organizations who applied have indicated if they are chosen they can make this happen by August. Dr. Hall replied that they have both committed to making that happen. He clarified that it is going to take a lot of work from the ISD to make sure that they are there hand in hand.
- Ms. Taylor made a recommendation to have a special called meeting by the middle of March to hear the ISD recommendation prior to the April meeting.

**DISCUSSION**

**EICS 9 – Submission Restart Applications**

**SBE Strategic Plan:**

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

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

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

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

**Presenter(s):** Dr. Nancy Barbour (Director, Educator Support Services) and Dr. James Ellerbe (Reform Model Lead, Educator Support Services)

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 recently submitted applications are listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed, and potentially edited in preparation for their approval at the April State Board of Education meeting.

Applications Submitted for Discussion are listed below and include the name of the school district(s) and school(s):

*Pitt Public County Schools*

1. Grifton School

*Rowan Salisbury Public County Schools*

2. Salisbury High School
3. Knox Center for Accelerated Studies Middle School
4. Elizabeth Hanford-Dole Elementary School

*Wake County Public Schools*

1. Baileywick Road Elementary School
2. Green Elementary School
3. Knightdale High School
4. Lake Myra Elementary School
5. Lincoln Heights Elementary School
6. Smith Elementary School
7. Wilburn Elementary School

*Union County Public Schools*

1. Benton Heights Elementary School
2. East Elementary School
3. Walter Bickett Elementary School

**Recommendations:**

It is recommended that the State Board approve these applications.

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour presented to the Board applications for four school districts and noted that they have previous applications that have been approved. One from Pitt County Public Schools, three from Rowan-Salisbury Public Schools, seven from Wake County Public Schools and Union County Public Schools submitted three. These applications will be reviewed over the next several weeks to bring back to the Board next month.

This item is presented for Discussion during the March 2018 State Board of Education meeting. (See Attachment EICS 9)

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

**ACTION ON FIRST READING**

**HRS 1 – Consolidated Data Report: Crime and Violence, Suspension and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts**  
**SBE Strategic Plan:**

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Benjamin Matthews (Chief School Operations Officer, Safe and Healthy Schools Support), Ms. Kym Martin (Executive Director, N.C. Center for Safer Schools) and Dr. Kenneth Gattis (Consultant, N.C. Center for Safer Schools)

**Discussion:**

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

**Recommendations:**

It is recommended that the State Board of Education accept the Consolidated Report as presented.

**Discussion/Comments:**

- HRS Committee Chair Ms. Tricia Willoughby recognized Ms. Kym Martin to lead this item.
- Ms. Martin shared that the data from this report was more than just numbers, but to drive us towards the strategies we need to give our schools and students support to be safer at school so that our schools can be sanctuaries for learning. She then recognized Dr. Ken Gattis.
- Dr. Gattis shared that the Consolidated Data Report was originally three different reports previously.
- He shared the portable crimes graph showing high school data comparing the results. There was a decrease in crimes from 5774 to 5543 which was a 4% decrease.
- Dr. Gattis noted that crimes are at historical lows regarding history since being tracked.
- He described highest and lowest 3-year average crime rates by high, medium and low quartiles across the state.
- Dr. Gattis shared the most frequently reported school crimes during the 2016-17 - all grades. There was a reduction in possession of controlled substance.
- He also shared the lowest short-term suspension rates - Lexington City Schools had zero for the third year. Rates range from 0 to 6.16 for the top ten high schools; however, the ten highest districts rates range from forty to ninety-one short-term suspensions per 100.
- Dr. Gattis noted that long-term suspensions rapidly declined over the years, adding we are now below 500. This year's decrease was 34.8%. This percentage was the lowest rate ever for long-term suspensions.
- He provided the highs and lows for long-term suspension rates for high school. Twenty-four districts with zero were listed.
- Mr. McDevitt asked if the school will be limited by any law on how to keep this data by name and to share with other entities. Mr. Gattis replied that he believes so, that the student's disciplinary records are confidential.
- Mr. Gattis shared that the dropout counts have leveled off after having a decrease again to 13-14. He noted that one reason students were dropping out was that they are choosing work over school. He added that we have high and low dropout rates across the state.
- He referenced a chart on the uses of corporal punishment and noted that Robeson and Graham County still use it. That number went from 73 to 75 last year.
- Mr. Collins noted one thing from this report that gave him concern. He commented that anytime we set goals that give schools credit for not suspending children or not reporting crimes, then we sometimes may not get real data. When we tell schools that they should not suspend children and do not provide any other alternative resources, then what happens is the teacher ends up dealing with the child with a discipline problem without help.
- Mr. Collins also shared that some schools do not like the idea that they have crime on campus and believe that it hurts concerning their reputation. Sometimes they do not report a crime. He asked how is that information captured for future reports.
- Dr. Oxendine stated that she would like a profile regarding an achievement profile where corporal punishment is taking

place. She asked for data on the most recent Teacher Working Condition Survey and pulled together the local policy that permits corporal punishment for information only.

- Ms. Godwin agreed with Mr. Collins noting that the data is a little skewed. As a classroom teacher, knowing that she does not always report behaviors in her classroom that are consistent, because there are some students that would be suspended all the time, and they need to be in school. Ms. Godwin added that there are teachers who are working very hard to keep the children in the classroom despite the misbehaviors and things that happen daily.
- Ms. Godwin provided data regarding where she feels we are failing our students and teachers, and that is with providing resources for mental health and behavioral support. It is recommended that we have a ratio of 1 to 250 with one counselor and one social worker to 250 students, but in North Carolina last year the ratio for counselors was 1 to 355, and for social workers, it was 1 to 1447. She commented that her school was way over that ratio and had over 1000 students, and only one counselor last year and has been rectified this year with two counselors. The ratio of Psychologists is 1 to 500 students. In North Carolina, the ratio is 1 to 1829 students. She added that this is where we are failing. We need to provide resources and funding to have more counselors, social workers and more psychologists on site, not shared between schools, but on site for every school. To have a healthy school environment, we need to aid our students in emotional distress and working through childhood trauma that plagues so many of our students across the State and country.
- Mr. Griffin commented that our principals were faced with many challenges which are not being heard in the media or in other places that are very alarming and concerning. We have the challenge now with everything that has happened in Florida. What do we discipline and what do we not discipline? We are very limited in what we can do for our students. He added that whether you hear about it in the media or not, we are struggling right now with communicating threats and aggressive behaviors.
- Superintendent Johnson informed the Board that the Student Health Committee decided that considering the most recent tragedies, that they would take the mental health portion, and expand to work with the study group in the General Assembly to make broader recommendations around school mental health and preventing these horrible tragedies. Superintendent Johnson noted that they would be asking for an extension from the April 1 deadline.
- Dr. Pitre-Martin shared with the Board that DPI will bring data from our eleven pilot districts from Whole Child NC to date, noting one of the things that they already see is with the focus on data in the ten areas that are in the circle of the Whole Child Model. Districts are focusing on one or two things, and then developing concrete strategies. They are partnering with law enforcement and other community providers to help with some of those issues.

This item is presented for Action of First Reading during the March 2018 State Board of Education meeting. (See Attachment HRS 1)

**ADJOURNMENT**

Indicating no other business, HRS Committee Chair Tricia Willoughby adjourned the March 2018 HRS Committee meeting.

Chairman Cobey then recognized Vice Chair Todd Chasteen for the Business Operations Committee.

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

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

**ACTION**

**BSOP 1 – 2018-19 Supplemental Budget Recommendations**

**SBE Strategic Plan**

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

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

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services)

**Description:**

Per the attached memorandum, Governor Roy Cooper is requesting supplemental budget expansion recommendations from State agencies for the 2018 Short Session of the General Assembly. OSBM requests that the budget expansion recommendations not exceed 2% of an agency’s 2017-18 certified state appropriations: 2% of the current Public Education general fund budget is approximately \$181 million.

The Office of State Budget and Management (OSBM) has advised State agencies to submit requests by February 13, 2018, but has, in recognition of the State Board of Education's (Board) regular meeting cycle, given the Board until after its scheduled March meeting to submit a formal request.

During the Wednesday, January 31, Committee Meeting, and the Thursday, February 1, Board Meeting, the Board discussed which potential 2018-19 budget expansion requests might best align with the Board's evolving strategic priorities. Based on those discussions, DPI staff have worked with the BSOP chairs to produce the formal proposal (attached) for the Board to approve at its March meeting.

**Recommendations:**

It is recommended that the State Board of Education approve the supplemental budget request allowable under OSBM's instructions, as presented.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen recognized Mr. Adam Levinson to lead this item.
- Mr. Levinson reminded the Board that last month they spent a considerable amount of time discussing their priorities in general for the State and most important goals to set for the system of schools to provide for all students' needs.
- The Board had also reviewed items that they had asked for in the prior year's request to the Governor's Office and the General Assembly, and had provided feedback regarding what the Board thought needed to be prioritized this year. Mr. Levinson noted that the BSOP Committee chairs had been considering that input as well as other input that has flowed in over the last month, and had worked with DPI staff to craft the proposal that presented for consideration today. Mr. Levinson referenced the legal-size chart which listed in two categories those priority items that are, respectively, funds that would be directed to the districts and schools, and funds that would be directed to DPI for administering statewide programs and providing services to support districts and schools.
- Mr. Levinson also referenced two letters -- one from the State Office of Budget and Management from last month, and a second letter that will go to Governor Cooper from Chairman Cobey to explain the request. In addition to referencing the items in the chart, the letter from Chairman Cobey would also express the Board's desire to support salary increases for educators, an item that is not contained in the chart, but is something the Board has stated is a priority.
- Mr. Collins asked Superintendent Johnson for his input, particularly, if this proposal was something he supported, and if there were any changes he wanted the Board to consider. Superintendent Johnson replied that he could not sign off on support for this because today was the first time that he had seen this, and his staff was asked by the Board not to take part in this. He added that he reviewed it quickly this morning, and there are good things included, but had one concern that neither the list nor letter specifically talked about preventing the upcoming budget cuts to DPI, which had been a topic of conversation by this Board for over six months. Mr. Levinson confirmed that there was not a specific item listed stating or requesting the replacement or elimination of the cut. Superintendent Johnson commented that he has been in touch with the State Budget Director and they plan to have a meeting, and he will be submitting his request from his office. Mr. McDevitt asked for clarity about Superintendent Johnson's comments regarding him being asked by this Board not to participate in this. Superintendent Johnson replied yes, his staff was asked by your staff not to take part in the phone calls. Mr. Collins asked the Superintendent how much time would he need to review the recommendation. Superintendent Johnson reiterated that he already has a scheduled meeting with the State Budget Director to talk about his request to the Governor. Mr. McDevitt stated that we have three different directives, one was directed towards the cuts to this department, another one was a request from the Governor's Office for this supplemental budget request. These are two distinct requests. Mr. McDevitt then stated that he thought that the Board was awaiting Superintendent Johnson's recommendation on the cuts for the second year of the biennium that is already in the state budget. Superintendent Johnson replied that he has not been involved in this process and he has previewed to the State Budget Director, and in his request, he would say hold off at least on the budget cuts to this department until we can go through the process of finalizing the operational assessment and look at what that report says. Superintendent Johnson added that he sees no reason why that could not be included in this report as well. Mr. McDevitt commented that as he understands it, the Governor's Office is preparing their supplemental budget request for the short session and as part of that all the agencies throughout state government are going through this process with specific directions including \$180 million for this department. The Governor's Office will take all this information and develop the Governor's budget request to the General Assembly. The State Board's budget request and/or the Superintendents can be an entirely separate document. He added that this is an assignment from the State Budget Office to help guide them as they pull together their budget requests. Mr. Levinson replied that was correct, adding that this is what the letter from the Office of State Budget and Management identifies. Mr. McDevitt stated that he would hope that this would be a process that would include the State Superintendent. Mr. Collins asked when do we have to do this? Mr. Chasteen replied that it was due February 13, and they were given an extension due to the dates of our meeting.
- Mr. Collins asked why wasn't the Superintendent included? Mr. Levinson replied that he was involved in meetings with the Superintendent's staff, Ms. Gossage. They frequently collaborate on issues related to the budget, finance, and program in the

agency. At some point, as he understands it, there was a discussion between someone else on the Board staff and Ms. Gossage and the process branched from there. Ms. Taylor asked at whose direction? Superintendent Johnson replied he did not know but imagined Mr. Greg Alcorn. Ms. Willoughby commented that this has always been a collaborative work and was stunned to hear this. Mr. Levinson clarified since it was stated, that it was not Mr. Alcorn requesting. Mr. Chasteen stated that the language in the letter of submission can be tweaked and does have additional statements. Mr. Chasteen added that he was under the assumption that Superintendent Johnson was fully engaged because that was where they were getting their information from, DPI staff, and this was all a surprise to him too. Mr. Chasteen stated that at this point, we have the supplemental recommendation that needs to be submitted, and if the Board has additional things that they would like to include in the letter for items of funding, a statement could be included in the letter to consider making up for budget cuts that have been made in the past. As Vice Chair, Mr. Chasteen stated that he would always want to be cooperating with the Superintendent and be on the same page.

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

***ACTION ON FIRST READING***

**BSOP 2 – Study Financial Costs of Federal Mandates**

**SBE Strategic Plan:**

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

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

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division), and Mrs. Leigh Ann Kerr (Assistant Director, School Business Division)

**Discussion:**

In accordance with Senate Bill 78: the Department of Public Instruction shall study, report, and provide any supporting data to the Fiscal Research Division and the Program Evaluation Division of the General Assembly on the cost of compliance with federal education funding mandates to local school administrative units. The Senate Bill 78 report is attached.

**Recommendations:**

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

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen recognized Ms. Leigh Ann Kerr to lead this item.
- Ms. Kerr presented the study that DPI prepared pursuant to Senate Bill 78 which instructed DPI to study, report and provide supporting data when available on the cost of compliance with federal education funding mandates to the local education agencies.
- She noted that this report was to be provided to the Program Evaluation Division and the Fiscal Research Division of the General Assembly.
- Her methodology included researching all applicable federal and state legislation specific to federal program guidance including the Department of Education General Administrative Regulations, uniform grant guidance, program specific compliance supplements and any available related type of study that could be identified.
- They identified activities and functions associated with federal compliance that exceeded those associated exclusively with state regulations.
- Ms. Kerr shared that based on the research that was performed of the regulations and discussion with the applicable federal program directors. The conclusion was that the federal grants themselves provide funds for costs associated with both administrative, through program-specific administrative set-asides, which are limited by the grant language, and for direct services to meet those particular federal grant compliance requirements.

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

***ACTION ON FIRST READING***

**BSOP 3 – Read to Achieve Bonus Report**

**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. Pamela Shue (Associate State Superintendent, Early Childhood) and Ms. Karla Casteen (Interim Director, K-3 Literacy)

**Description:**

Appropriations Bill 2017-57 Section 9.7 appropriates \$10,000,000 for bonuses for third-grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

- \$5,000,000 is allotted based on bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.
- \$5,000,000 is allotted to pay bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each LEA.

**Allotments**

State Board of Education Allotment policy related to this bonus is posted on the Allotments site at <http://www.ncpublicschools.org/fbs/allotments/general> .

**Procedure**

***A. 3<sup>rd</sup> Grade teacher Reading Performance State Level***

Top 25% of the 3<sup>rd</sup> grade teachers in the State were determined based on EVAAS

The \$5,000,000 appropriation was divided in to the total number of teachers

Total number of teachers eligible	1,380
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Total award per teacher	\$3,623
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Allotment will include teacher award plus social security. Award is not subject to retirement.

***B. 3<sup>rd</sup> Grade teacher Reading Performance LEA Level***

Total appropriation of \$5,000,000 allocated to each LEA based on average daily membership

Top 25% of the teachers in each LEA determined

Teachers who are not eligible are removed from the award allotment

The LEA allotment is shared equally amongst remaining eligible teachers. The following numbers represent eligibility based on EVAAS data, not LEA employment:

Number of teachers in top 25%	1,314
Average award	\$3,805
Lowest award per teacher (Kannapolis City)	\$2,307
Highest award per teacher (Northampton)	\$6,429

Allotment will include teacher award plus social security. Award is not subject to retirement.

The State level bonus is calculated based on the total number of teachers eligible and the funds are distributed equally to the teachers.

The LEA level funds are first allocated to each LEA based on average daily membership. These funds are then divided by the number of eligible teachers in the LEA. This results in a different bonus amount by LEA.

LEAs are responsible for determining if the teachers meet the eligibility requirements. Unused funds shall not be used for any other use and shall revert to the State.

**Recommendations:**

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

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen recognized Ms. Karla Casteen to present this item.
- Ms. Casteen and presented the Read to Achieve Third-Grade Reading results for last year's data. This bonus allots \$10 million, \$5 million to be allocated for the top 25% of teachers showing growth in reading and 25% allocated by ADM to all the local LEAs.
- She noted the numbers for the amounts and the number of teachers that receive bonuses this year.
- Ms. Casteen stated that legislation requires DPI to study the effects of the bonus program on teacher performance and teacher retention.
- She referenced page 6 which showed the differences in qualifying not the numbers and percentages of qualifying teachers and chose the districts with the largest gains in their percentages, and the districts with the largest decrease in their percentages of bonuses received.
- Ms. Casteen shared the relationship between teacher performance and third-grade reading bonus.
- She also talked about the mobility rates of qualifying and not qualifying teachers, and the allotments by district.
- Ms. Godwin commented that she had received an email from a teacher who had qualified for the bonus, but she did not receive it because she retired. Ms. Godwin stated that for a teacher who has 30 years and retires and has helped the students achieve that growth, she feels like those teachers should be allowed to receive the bonus. Ms. Godwin added that she would like to see us revisit the retiree aspect of applicants that can receive the bonus.

This item was presented for Action on First Reading during the March 2018 State Board of Education meeting. (See Attachment BSOP 3)

**Update on Contracts****ADJOURNMENT**

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

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

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

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

**NEW BUSINESS****❖ Digital Learning Initiative Professional Learning Update**

- Ms. Verna Lalbeharie, Director, Digital Teaching & Learning
- Dr. Jeni Corn, The Friday Institute at NCSU

Lt. Governor Forest provided an update on digital technology. He noted that today's presentation consist of educators on how the digital learning plan is being implemented in the classrooms especially as it relates to competency-based education. Lt. Governor introduced Ms. Verna Lalbeharie and Dr. Jeni Corn to present this item.

Ms. Lalberharie and Dr. Corn provided highlights on the digital learning initiative. Dr. Corn stated that there are some new lines of work that they have been doing with digital learning. She provided an update on the Economic Evaluation Study Plan. The Friday Institute and DPI are partnering with a new faculty at NC State, Dr. Brooks Bowden. Dr. Corn stated that they recognize these critical questions that kept coming up around digital learning about what has been our return on our commitment to resources and what can they learn from past investments to guide your strategic use of resources going forward. Dr. Bowden has agreed to partner with us to design a study that will answer those questions. Dr. Corn shared that the digital learning progress rubrics were developed here partnering with DPI as part of the digital learning plan. They have developed district digital learning progress rubrics; the school level and they have a new charter school rubric. These rubrics articulate a roadmap for schools and districts to transition to digital learning fully. It is recognized nationally and represents some of the work that Dr. Corn is most proud of. She reminded the Board that in May 2015, to ask the districts for everyone to complete it for a statewide snapshot to prioritize resources and sequence of steps for the NC Digital Learning Plan. She shared that they had 100% response rate – all 115 LEAs and 120 charter schools. Dr. Corn noted that for next steps, they thought it was a good time to ask the districts to do it again.

They will be rolling out and opening the rubric. They will be able to fill it out online, and their target is 100% response rate. It will open April 1, and the survey will close June 30 to be able to see what progress had been made over the past three years and to be able to use that data to make decisions about professional development, digital content and data assessment, and leadership going forward.

Ms. Lalberharie shared that are digital learning initiative showcase grantees are going to be in Raleigh on Friday kicking off our showcase events. She presented a map that represents where our grantees are in the State of North Carolina. She noted that these grants intended to be able to demonstrate, showcase and elevate some good practices that are going on across State. Ms. Lalberharie reminded the Board that they have Canvas as our learning management system for the State of North Carolina. She stated that they have 112 Canvas instances across both charter schools, districts and right here at DPI. Our adoption and growth is evident within 80% increase in the use of Canvas. She discussed how Canvas supports the four pillars of personalized learning. She stated that they have three groups who will share their use with Canvas.

She then introduced Pine Lake Preparatory who talked about their experience as a charter school leveraging Canvas. Pine Lake is a K-12 Charter School in Mooresville, NC with ADM of 1863 and is the second largest charter school in North Carolina. Students' K-12 Adoption of Canvas is in all classrooms as the path for learning and community engagement. They provided statistics of 2016 - 2017 Canvas by numbers: 1,791 Students Accounts; 102 Teacher Accounts; 2,790 Observer Accounts; 19,913 Assignments Created; 4,200 Discussion Topics; 22,021 Files Uploaded; 3,939 Media Recordings. Parents and family members can see public content on Canvas and log in with their student's information to quickly see what their student is learning and creating on their path to success. They shared that Canvas gives them the opportunity to address many learning styles of their students. Information on next steps consisted of using Canvas for E-learning; faculty journals for guidance counselors and EC staff; badges in the roll call for anecdotal notes; and writing portfolios in AP courses. Dr. Oxendine asked how much time do teachers typically invest in creating a module? Because it links to their Google Drive and all their teachers were already proficient in Google Drive, and felt it did not take long. The average teacher probably spends less than an hour to link resources. Mr. Griffin asked what type of challenges did Pine Lake have to overcome to get to this point now. One of their biggest challenges was rapid identity and had to build a separate landing page.

Superintendent Johnson commented that he was very excited about personalized learning and what it can mean for every student. He believes that it will be a massive transformation of the education system. Superintendent Johnson stated that there would be a need to focus on the communication between teachers and parents about what this is and why it is a good thing. He asked what are the kindergartners still doing off the screen and how much time is a kindergarten spending on a device. As we learn from your lead, and as we try to get this out to the districts, the communication about what this is most importantly and what it is not. Ms. Goddard reemphasized that their teachers still do guided instruction every day, and this gives them the ability to do guided instruction to a small group of students. She added that students are getting information from Canvas but were still pulled into a small group of instruction for that one-to-one.

Ms. Lalberharie then recognized Mr. Rashad Slade and Ms. Sabrina Jenkins from Guilford County Schools. He shared that Guilford County was the third largest public school district in North Carolina with an ADM of 71,011. They adopted Canvas in 2015-2016 with a focus on supporting their 1:1 program in all GCS Middle Schools. He shared their approach to Canvas which was a top-down approach from the district leaders to school leaders, teachers, students and our parents. Mr. Slade discussed things coming down the pipe with the digital learning competencies, all the opportunities with the grants is helping Guilford County as a district to use Canvas as a means of keeping things coherent across the district. Ms. Sabrina Jenkins provided an overview of what was happening at the district offices with our schools and with their teachers specifically. Ms. Jenkins shared that they are using Canvas for their district initiatives right now for this year. She added that they are using it for what they call there "teach, change and inspire course." All the principals, school support officers and all the information is there for them to lead and guide. Ms. Jenkins also noted that they are using curriculum professional learning for every core area. She also shared that this year they have a school that is doing E-portfolios and Canvas. Ms. Jenkins stated that one of their schools was doing the mastery paths, to differentiate their instruction with their students. As students complete the mastery paths they can earn badges on their portfolio. Superintendent Johnson asked what did the parent piece look like? Ms. Johnson replied that they have parents that are constantly observing their students and courses. The majority of their parents understand how to get access to how to become an observer for their students and teachers are very excited. Mr. Collins asked what do they do as far as a succession plan for when this program needs to be replaced. There are software and hardware components and how has it been addressed. Mr. Slade replied that within Canvas anything that is within Canvas could be exported and with the new solutions that are available multiple platforms that data can be transferred.

Mr. Don Loucey, Professional Learning Director, DPI shared how the adults in the building by leveraging canvas for online professional learning. He established OPL framework because our divisions are owning their development, their design and their implementation, he needed to make sure that they were developing content that was standardized and consistent. He shared that as they look at some of the ways that they are personalizing the learning for the adults at DPI, want to model what



they are developing so that when they are presenting and implementing their content and the field, that they are modeling the same kind of personalized learning. To this point, they have had approximately 41 weekly learning labs on how to use Canvas effectively. Mr. Loucey stated that he had built an online professional learning hub, which is a one-stop shop for our divisions and teams to receive just-in-time professional learning or topics on how to develop, to accessibility, to copyright and fair use in intellectual property. He had also created a badging process for our LEAs and are charter schools. He highlighted the OPL Champions within the building:

- K-3 Literacy
- Social Studies (SCI)
- Policy, Monitoring, & Audit
- Exceptional Children (EC)
- World Languages (SCI)
- Supporting Teaching &
- Related services (EC Division)
- Educator Support Services
- Business, Finance, Information Technology (CTE)

Chairman Cobey 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)**

***DISCUSSION***

**ES&P 1 – SBE Policy LICN-001 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for additional discussion, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-001 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin referenced the summary attachment on eBoard that outlined the changes to the licensure policy by section.
- He shared that the purpose of this presentation was to demonstrate the alignment of LICN-001 to the recently passed Senate Bill 599 which mandates to incorporate all policy changes for educator prep and licensure into State Board policy by May 15, 2018.
- Dr. Tomberlin shared the substantive changes to the policy noting that it had returned for further discussion this month because of conversations with PEPSC, the Professional Educator Preparation and Standards Commission, suggested a couple of things that they brought back and wanted to make sure the Board was aware of them.
- He noted that they have added definitions to these policies that clearly defined what the different roles are that is covered under licensure policy. Those are professional educator which is an umbrella or a generic term for anyone working in schools or school districts. Administrator - anyone serving as the administrator program at the district level or at school levels. Teacher - a classroom teacher, and student services personnel include school social workers, school psychologists, guidance counselors, and various others.
- Dr. Tomberlin stated that within this policy, one of the things that was addressed was the requirement of teachers to pass any licensure exams by the end of the second year and requiring them to attempt that exam sometime in the first year of teaching. The Commission recommended that we have parity across all these educator groups in terms of their requirement to test. This rule has been applied to student services support personnel as well as administrators. This policy change will be effective July 1, 2018.

This item was presented as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 1)

**DISCUSSION**

**ES&P 2 – SBE Policy LICN-002 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-002 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin referenced the summary attachment on eBoard that outlined the changes to the licensure policy by section.
- He shared that the purpose of this presentation was to demonstrate the alignment of LICN-002 to the recently passed Senate Bill 599 which mandates to incorporate all policy changes for routes to licensure into State Board policy by May 15, 2018.
- He noted that the definitions were also added. Pursuant to Mr. McDevitt’s comments last month, and other comments from the field, the term reciprocity is very much confused in the field, and we have elected to take that word out of this policy and replace it with equivalency and make sure that we do find that properly whenever discussed. Equivalency refers to testing. If a candidate from out-of-state has an equivalent test to the North Carolina test, we will accept that providing that candidate has at least three years of teaching experience.
- Dr. Tomberlin stated that a section on out-of-state licensure was deleted because it was duplicated in the same language that appeared in LICN-001 was redundant.
- The Commission also clarified the Regional Alternative Licensure Centers (RALC) timeline who worked with lateral entry folk to complete their lateral entry course of study and become recommended for initial licensure or continuing licensure. Under SB 599 these positions will phase out at some point and are no longer recognized by SB 599 as they currently exist. They will continue to issue plans of study through June 30, 2019, and will continue to support those plans until June 30, 2022.
- He reported that they updated North Carolina pre-K information.
- A licensure exam requirement for Teach for America was added.
- A section on credit for licensure renewal were deleted which was duplicative within another licensure policy.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 2)

**DISCUSSION**

**ES&P 3 – SBE Policy LICN-003 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-003 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin referenced the summary attachment on eBoard that outlined the changes to the licensure policy by section.
- He shared that the purpose of this presentation was to demonstrate the alignment of LICN-003 to the recently passed Senate Bill 599 which mandates to incorporate all policy changes for licensure testing requirements into State Board policy by May 15, 2018.
- The Commission deleted a section on adding areas to an existing license which was covered elsewhere.
- Updated all the licensure exam tables to reflect current pass scores.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 3)

**DISCUSSION****ES&P 4 – SBE Policy LICN-005 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-005 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin referenced the summary attachment on eBoard that outlined changes to the licensure policy by section.
- He shared that the purpose of this presentation was to demonstrate the alignment of LICN-005 to the recently passed Senate Bill 599 which mandates to incorporate all policy changes for licensure renewal requirements into State Board policy by May 15, 2018.
- This outlines the renewal requirements for licenses expired on June 30, 2018. New requirements for those licenses that expire June 30, 2019, noting that it deals with the inclusion of digital learning competencies in the licensure renewal requirements.
- A section was added for renewal requirements for student services personnel. This does remove the State Board mandated literacy requirement for those personnel, and gives the LEA flexibility to impose those requirements if they see fit.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 4)

**NEW BUSINESS****❖ Update: Preparing Educators to Support Career and College Readiness**

- Ms. Cynthia Floyd, Director, School Counseling Consultant

Ms. Floyd reminded the Board that the recommendations and status were initially presented in October 2017. The purpose of today's presentation was to share a few more specific details and updates regarding some of the recommendations that have since been in conjunction with other work at DPI and the State Board, some of which you just heard about from Dr. Tomberlin. Ms. Floyd provided a history of the North Carolina School Counseling Strategic Leadership Team and shared the focus which was to develop strategies to inspire every student to complete education beyond traditional high school. The team consists of 25 members and are very diverse. This group has reviewed both formal and informal data, needs and the barriers to students receiving what they need to graduate from high school, career and college ready beyond just the academics. She added that they found fail primarily under these categories; professional development and how we measure what we are doing is working. With professional development, it is looking at those pre-service and in service. In looking at the preservice and in-service leads, the team came up with these goals. These goals led the work of this team.

Ms. Floyd referenced yellow highlights within the presentation referencing pre-service was indicative of recommendations that they have either accomplished or making progress. One of the recommendations was for DPI preservice was about aligning with the higher education folks in their program approval process, making sure that they were aligned with our State School Counselor Standards, specifically around helping school counselors be ready for career and college readiness for our students. The second item relates to administrator preparation and having them more aware of the work of student services. For higher education preparation programs for DPI, we wanted comparable recommendations. She also stated that they have been collaborating both internally and externally to clarify school administrator/superintendent preparation programs include instruction. Additional pre-service recommendations involve revising the provisional licensing procedures for clarity and consistency. For post-graduate in-service, they are trying to equip those who are already practicing having the needs in meeting student service's needs.

Ms. Floyd shared that DPI had a great collaboration with UNC General Administration College Foundation of NC (CFNC) Office. She talked about the SREB Go Alliance Academy modules. They are having conversations with community colleges about collaboration. About SREB, up until now, we have only been able to offer the first three modules due to funding. They have been seeking funding for all modules and have been able to secure funding for next school year beginning this summer, to be able to offer all these modules. Ms. Floyd stated that conversations with this team have also been about how do we measure this without coming up with new things to measure. Some of the conversations have been around absenteeism, dropout rates, number of credentials and having a way to do a post-survey with the folks that went through the modules to find out how it impacted their work.

#### **ADJOURNMENT**

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

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 – Process for the Review, Revision, and Implementation of the North Carolina Standard Course of Study**

#### **Policy Implications: SBE Policy SCOS-12**

#### **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 1.2:** Graduate students prepared for post-secondary education

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mrs. Christie Lynch Ebert (Interim Director, Division of K-12 Standards, Curriculum and Instruction)

#### **Description:**

Policy SCOS-012 establishes the process to guide the review, revision and implementation of the NC Standard Course of Study. The Division of K-12 Standards, Curriculum and Instruction has used this policy to guide the development of recommended changes to the most recently adopted K-12 math and K-12 English Language Arts (ELA) standards. As a result, an amendment to the policy is recommended to clarify the policy and steps required for review, revision, and implementation of new standards.

#### **Recommendations:**

It is requested that the State Board accept the proposed changes and approve SCOS-12 as presented.

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

- SLA Committee Chair Mr. Eric Davis noted that this item was unchanged from what was presented to the Board last month.
- No additional comments.

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

**DISCUSSION**

**SLA 2 – Request from Charter Schools for Alternative State Accountability Model**

**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, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

At its November 2017 meeting, the State Board of Education approved three charter schools - Central Wake Charter High School, Commonwealth High School and Stewart Creek High School - as alternative schools for accountability purposes, making them eligible to participate in the Alternative Schools’ Accountability Model. The schools submitted their intent to participate to the Accountability Services Division within one week of approval as requested. All three schools selected Option D, to submit their own accountability model to the State Board of Education for approval.

**Recommendations:**

It is recommended that the SBE approve the alternative accountability options as presented.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to lead this item.
- Dr. Tammy Howard stated that this item referenced the three alternative charter schools who have availed themselves of Option D for their accountability model, which is allowed per State Board policy ACT-038.
- She noted that in December this item was delayed because of on-going conversations with representatives from the three alternative charter schools. She reminded the Board that the policy has been in place for three years, allowing historical data on how the indicators have performed over time.
- Dr. Howard noted that they shared with the representatives from the three alternative charter schools that some of the proposed indicators’ targets were far below the actual outcomes as evidenced by previous years data.
- After discussions with the alternative charter schools, adjustments to their alternative accountability models were made and are being presented today.

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

**NEW BUSINESS**

➤ ***Update on the Modernization of the Textbook Adoption Process***

- Dr. Stacey Wilson-Norman, Chief Academic Officer, Ms. Verna Lalbeharie, Director of Digital Teaching and Learning, Ms. Debra Goodman, Lead Consultant, Dr. Camellia Fair, Instructional Resource Consultant, Ms. Donna Murray, Regional Consultant

Dr. Wilson-Norman provided the Board with an update on the process that DPI is using to align the approved review, revision, and implementation of the Standard Course of Study policy which connects with the Textbook Adoption Process. As they prepare to install new standards in the 2018-19 school year, we want to begin the process of aligning resources to support that work. In looking at our drivers to align our resources we have looked at standards, plans, and legislation. We are striving to create an alignment of digital resources to the standards, and two areas of legislation, HB 44 regarding digital learning and our Digital Teaching and Learning Plan.

State Board of Education policy and General Statutes require adopted materials that align to the North Carolina Standard Course of Study and provide appropriate content for the instructional level and subject matter. The Divisions of K-12 Standards, Curriculum and Instruction and Digital Teaching and Learning are revising the content area criteria sheets used to select and recommend resources for state textbook adoption. The revised criteria sheets will allow for the selection of high-quality materials aligned to the NC Standard Course of Study including digital resources that are flexible, interactive and continuously updated.

Revising the criteria sheets support the transition from print textbooks to digital learning resources as recommended in the NC Digital Learning Plan. Other state departments of education and national organizations were used as models to update criteria sheets. Modifying the criteria sheets allows reviewers to consider content, instructional level appropriateness and accessibility of both print and standards-aligned digital resources. Textbook Commissioners and teacher advisors use the criteria sheets to review, evaluate and select standards-aligned, quality materials to recommend for adoption by the SBE.

- ***Kindergarten Entry Assessment: Setting Developmental Ranges for Reporting***
- Dr. John Pruette, Executive Director, Office of Early Learning

Dr. Pruette reminded the Board that they have been implementing a Kindergarten Entry Assessment (KEA) in the state over the past three years on a statewide basis with every incoming kindergarten student. Dr. Pruette shared its purpose as they move forward in setting developmental ranges for reporting. Results shall be used to inform the following: Status of children’s learning at kindergarten entry; Instruction of each child; Effort to reduce the achievement gap at kindergarten entry; Continuous improvement of the early childhood system.

He shared that we have developed a process that addresses multiple domains of development that allows teachers to understand who children are at kindergarten entry and were conducted across the first 60 days of school entry. It is embedded in a more extensive K-3 formative assessment process. Mr. Pruette defined formative assessment as a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes. In other words, it is authentic assessment and is not a one-time event. It is embedded in instruction. How does that happen? Teachers are collecting evidence of student learning through questions and discussions, through observations, anecdotal notetaking, and embedded task during instruction. He shared that the KEA process focuses on the five domains of development. He also shared the developmental constructs specific to each domain where teachers are collecting evidence to support where children are specific to those developmental constructs.

- Approaches to learning
- Cognitive development
- Emotional, social development
- Health and physical development
- Language development and communication

When moving towards reporting, we must understand that teachers have evidence of student learning through work samples, through anecdotal notes, etc. and they use that information to make a summary status rating about where a child is on a developmental continuum. Dr. Pruette added that we now must make sense of those summary status ratings and report it in a developmental range. He shared that we have been involved for the past two years in psychometric studies with UNC Charlotte and with experts across the nation to inform for the development of the assessment to assure validity and reliability of the assessment. They have also been working with the KEA interpretation panel to establish developmental ranges on the ten progressions that we use in the kindergarten entry assessment reporting. He noted that those discussions would form the basis of future recommendations to the State Board within the next month.

- ***ESSA Update***
- Dr. Tammy Howard, Director, Accountability Services

Dr. Howard reported that this week, Ms. Donna Brown, who leads the ESSA State Plan, was contacted by the USED who requested a conference call to discuss feedback from North Carolina’s February 9 submission of the state plan. The USED identified three areas to be addressed. Two of the three are readily resolved and one, the denominator for the WorkKeys calculation, was discussed at the February State Board of Education meeting. Currently and as required in North Carolina state law, the WorkKeys assessment is given to seniors who are Career and Technical Education concentrators in their senior year. The U. S. Department of Education (USED) maintain the denominator has to be all of the students in a grade or a class. In this instance, it would be all seniors, not only those seniors who have a test score for the WorkKeys assessment.

Dr. Howard reminded the Board that the ESSA plan will be going into effect 2017-18, which is this school year. The testing window for WorkKeys ended last week, meaning there is not additional opportunities for students to take the WorkKeys assessment. Ms. Taylor asked if it was an option for all students to take the WorkKeys. Dr. Howard responded that it is an option but, the two hurdles would be a) reconciling state law and b) identifying funds to cover the cost of the additional administrations. Also, this would add another assessment for students. Chairman Cobey asked for an explanation of the USED’s rationale. Dr. Howard replied the USED have repeatedly said an indicator must include all students within a grade or a class. They are

interpreting that as the senior class. Superintendent Johnson commented that there will need to be some type of vote on how to proceed. Superintendent Johnson added that at some point they will need direction to either accept the USED and then go to the General Assembly and ask for more money, and have more testing or get direction from the State Board that we are not going to accept this which will prolong the approval of the ESSA plan. Superintendent Johnson added the Board can direct staff to reach out to contacts in Washington, DC, about working through our channels there to explain why we do agree with this requirement. Mr. Davis stated that the committee will discuss with Dr. Howard and staff and develop a recommendation for to present to the State Board of Education tomorrow.

### **ADJOURNMENT**

Indicating no other business, SLA Committee Chair Davis adjourned the March 2018 SLA Committee meeting.

### **RECONVENE IN OPEN SESSION**

Chairman Cobey thanked everyone for their preparation and participation in this month's meeting. We received some important reports and updates today, and tomorrow we will vote on all our action and action on first read items, including the 2018-19 supplemental budget requests that will then be sent to the Governor's Office.

### **CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its closed session, Chairman Cobey called for a motion to go into closed session.

*Upon motion made by Mr. A.L. Collins and seconded by Ms. Tricia Willoughby, 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. NC State Board of Education*
- *Hoke County v. State of North Carolina*
- *NC State Board of Education v. State of North Carolina and Rules Review Commission*
- *NC State Board of Education v. State of North Carolina and Mark Johnson*

*Upon motion made by Ms. Tricia Willoughby and seconded by Dr. Olivia Oxendine, the Board voted unanimously to recess the State Board of Education meeting until Thursday, March 1, 2018, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
301 N. Wilmington Street Raleigh, NC 27601-2825  
March 1, 2018**

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

William Cobey, Chairman	Tricia Willoughby
A.L. Collins, Vice Chairman	Olivia Oxendine
Eric Davis	Amy White
Rebecca Taylor	

Also present were:

State Superintendent Mark Johnson	Jason Griffin, Principal of the Year Advisor
Roberta Scott, Local Board Member Advisor	Bobbie Cavnar, Teacher of the Year Advisor
Freddie Williamson, Superintendent Advisor	Lisa Godwin, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Cobey called the Thursday, March 1, 2018, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, and online listeners to the meeting.

Chairman Cobey noted that the Board's agenda was approved yesterday, so the Board will proceed under the approved agenda and all materials are available online at [www.ncpublicschools.org](http://www.ncpublicschools.org) at "SBE Meetings." A link to the live audio streaming is located at the bottom of the eBoard agenda.

Chairman Cobey noted that March agenda was approved yesterday and we will proceed under that agenda today. Today is the first Thursday of the month, our official meeting is today. All our committees met meetings occurred yesterday with thorough discussions. Our Thursday agenda includes special recognition and presentations, as well as committee reports and voting on all action and action on first reading items. Chairman Cobey noted that this month, however, we will begin with an issues session this session is scheduled today rather than Wednesday to accommodate the schedules of our participating guest schools and LEAs.

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 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.

**Pledge of the Allegiance**

Mr. Eric Davis was recognized to lead the Board in the Pledge of Allegiance.

**APPROVAL OF MINUTES**

**Discussion/Comments:**

Chairman Cobey requested a motion to approve the minutes of the State Board of Education meeting from January 31-February 1, 2018.

\* There was no discussion.

<i>Upon motion made by <u>Ms. Amy White</u>, and seconded by <u>Mr. Eric Davis</u>, the Board voted unanimously to approve the State Board of Education meeting minutes from the January 31-February 1, 2018.</i>
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**SPECIAL RECOGNITION**

Chairman Cobey shared that he had a very important recognition from one of those among us, and cannot think of a happier note which to begin the day. We were planning this recognition as a surprise at the end of the day, but the honoree must leave us momentarily for a media interview. Board members and advisors, you received notification of this honor during the month, but Chairman Cobey wanted to make sure that everyone here was aware – those on site and those listening online. Our Board Advisor and 2016-17 Teacher of the Year, Mr. Bobbie Cavnar, recently was named by the National Educators Association Foundation as its National Teacher of the Year.

Chairman Cobey shared that Mr. Cavnar was stunned when his name was called, but assures everyone here and those listening online that it is a well-deserved honor. Chairman Cobey invited everyone to visit the NEA website for a video on Mr. Cavnar to see the proof of how he brings learning alive and makes it meaningful in important ways, not just for learning but living. Chairman Cobey also noted that Mr. Cavnar did his student teaching at Marjorie Stoneman High School in Parkland, Florida, so he felt an unusually strong connection to the events there earlier this month. We are honored that we get to share time with him each month and know that the students in Gaston County are holding their breath until you return to the classroom. Chairman Cobey invited Mr. Cavnar to come forward to receive a plaque, pose for a photo and also make a few comments.

Mr. Cavnar thanked everyone and shared that he learned that this was apparently not a surprise to anyone except him. He added he was still absolutely shocked by it but was very proud to bring this back to North Carolina because great things are happening in every public school in North Carolina. After traveling nearly 30,000 miles back and forth across North Carolina visiting those schools, there are great teachers in every district, and Mr. Cavnar was so proud to be the one who gets held up as an example of what is happening here in our state. Mr. Cavnar stated that he was certainly not the best teacher in North Carolina or in the nation, but he is an example of great teachers and we have so many of them. It is very humbling, because he knows so many great teachers. Mr. Cavnar added that he was proud to be able to bring attention to the state and to his district, Gaston County, because there are great things happening.

Chairman Cobey recognized Dr. Maria Pitre-Martin to introduce an exceptional guest today. Dr. Pitre-Martin reiterated that we have many outstanding teachers in the State of North Carolina. She stated that we are honored today to present the Milken Educator Award Winner also from Gaston County. She then introduced Dr. Sonya Brown who works here at the department and helps us facilitate this recognition program.

➤ **2017 Milken Educator Award Winner – North Carolina**

- ❖ Ms. Meghan Lefevers, Bessemer City High School, Gaston County Schools
- ❖ Dr. Judy Moore, Principal, Bessemer City High School
- ❖ Dr. Jeffrey Booker Gaston County School Superintendent

Dr. Brown prefaced this presentation by explaining that the Milken Educator Awards program rewards and inspires excellence in education by honoring top educators around the country with a \$25,000 unrestricted award. Dr. Brown stated that this award is commonly referred to as the “Oscars of Teaching” and targets early to mid-career teachers and professionals for their impressive achievements. And more significantly for the promise of what they will accomplish in the future. She noted that on December 18, 2017, Dr. Brown and Superintendent Johnson traveled to Gaston County Schools District to assist the Milken Foundation in presenting a \$25,000 check to Ms. Meghan Lefevers, an Assistant Principal at Bessemer City High School. Her announcement was conducted in an all-school assembly in front of cheering students, proud colleagues, distinguished officials, and the media. Dr. Brown spoke briefly about the criteria for the award, noting that Ms. Lefevers received this honor in recognition of her skills, dedication and overall job performance. Also, Dr. Brown spoke of the exemplary role that Ms. Lefevers established at Bessemer City High School. Ms. Lefevers was invited forward for a photograph.

➤ **Dr. Louis M. Fabrizio – Former Director of Federal Policy, NCDPI (retired February 1, 2018)**

Chairman Cobey stated that it was his pleasure to recognize one of DPI’s recently retired employees who has served so well both the Department of Public Instruction and the State Board of Education. Dr. Lou Fabrizio, for many years, has played a major role with support, support staff, and DPI staff in developing the Strategic Plan and its accompanying performance measures, to say little of his extensive work with our federal No Child Left Behind, Race to the Top, and now the Every Student Succeeds Act.

A graduate of Georgetown University and NC State University, his many years of experience in DPI as the Director of Accountability and later as the Director of Data, Research, and Federal Policy position him to be the best choice to assist in the arduous task not only helping develop the strategic plan but also assessing and selecting, from among many possible measures, those measures that help us know if we are on track to accomplish the goals we have set as a Board.

We joined Chairman Cobey in thanking Dr. Louis M Fabrizio, consummate professional, gentlemen, and dedicated employee, but his work to assist the Board in its work as well as for his many years spent in directing and managing early in his life, one of the country's first state-wide accountability and assessment programs. Chairman Cobey invited Dr. Fabrizio to come forward to receive an apple and pose for a photo.

Dr. Fabrizio thanked the Board and Superintendent Johnson adding it was an honor and a privileged to have had the opportunity to work with the Board, people in the audience, and many of the people listing on the live stream. He thanked his three sisters, three daughters, and three granddaughters. Dr. Fabrizio personally thanked with his whole heart, Ms. Lucy Medlin, his administrative assistant, Ms. Susan Auton, his former administrative assistant. They are unbelievable and phenomenal. All the things that he has done in his career while in DPI, a lot of it was attributive to the organizational skills of the administrative assistants. Dr. Fabrizio stated that he hopes that that study that is being done on the agency shows that DPI staff are working way beyond capacity and that additional staff is needed. He commented that Mr. Ken Barbour has been with him the whole twenty-one years he has been back to DPI, and Mr. Karl Pond, Data Security, is a unique guy. He also thanked Chairman Cobey for everything that he has done and continued to do. Dr. Fabrizio stated that lawsuits and studies are never going to end. We are always going to have them. As long as we keep children at the forefront of all of the decisions that we make, it does not matter how many lawsuits there are; it does not matter how many studies have to be taken, we need to make sure that we do the right thing for kids.

### **SBE ISSUES SESSION**

Chairman Cobey then recognized Dr. Maria Pitre-Martin to introduce our Issue Session.

Dr. Pitre-Martin stated that research tells us that when education and resources are available to all the will be no limit to the human potential. Here the department we discussed regularly the importance of access, opportunity and equity. Ms. Sneha Shah-Coltrane will facilitate a presentation from Pitt County Schools, Durham Public Schools, Buncombe County Schools and Charlotte Mecklenburg Schools. Dr. Pitre-Martin referenced e-Board attachments regarding good work going on around the State of North Carolina.

Ms. Shah-Coltrane stated that they will provide an overview of the Gifted Education Program in North Carolina as well share how North Carolina is addressing issues of equity in gifted programs. Four school districts will share highlights from their local AIG programs. She provided some background information regarding the history noting that we have had legislation for gifted education in our state for over 50 years, and there is no federal legislation so this is critical to the foundation of serving students with advanced needs. We currently have over 12% of our total student population that are identified as academically and/or intellectually gifted (AIG). Ms. Shah-Coltrane provided the state definition for AIG students. She added that in North Carolina we provide a definition, but do not provide criteria so that local school districts can determine their own eligibility requirements based on local needs and context. In North Carolina, we have a strong foundation for gifted education with legislation, funding, SBE Policy, professional learning opportunities, data and accountability, capacity building, partnerships, and K-12 programming. Ms. Shah-Coltrane commented that we do have challenges to address. The two areas of challenges focus on issues of access and opportunity and issues of achievement and growth. She also provided EOG data for math and EOC data for ELA. She added that all of our gifted students are not yet performing at the 4s and 5s and there is room to improve in the area of achievement. The four school districts shared how they are addressing these challenges. These districts are considered "pockets of excellence" as emerging initiatives, promising practices, and proven programs in their work in with issues of equity. She then recognized Ms. Stephanie Cyrus, NCDPI State Consultant for AIG, to introduce each district.

#### ➤ **Buncombe County Schools**

- Ms. Chris Cutshall and Ms. Stephanie Knox, AIG Lead Facilitators

Ms. Cutshall shared that Buncombe County Schools currently employees twenty-two AIG specialists. They strive to be reflective practitioners in their growth of their local AIG program and to use the feedback from their stakeholders, including feedback from NCDPI. They have worked diligently to analyze data to address the needs of their populations and plan towards the future needs of their local AIG program based on input from students, staff, administrators, parents and community members. She added that included within every AIG plan standard is a section for ideas to strengthen the standard. These ideas propelled them to focus on special populations as a top priority for their growth as an AIG program. Ms. Cutshall shared how they focused their work on three major issues related to special populations, which directly addresses the issues of equity and access:

1. Collaboration among their team
2. Clarification of supporting services for populations
3. Analysis of their data points

These were the major needs they wanted to address via their special populations work. They invested in the textbook entitled, “Special Populations in Gifted Education,” by Jaime Castellano, Ed.D. and Andrea Dawn Frazier, PhD. She provided a skeletal framework for their two-year professional development plan based on this research-based text and how they made improvements to their AIG program. She highlighted implementation successes to date. After looking at their countywide trends since 2016, they noted that 44% of their students who were identified at the second-tier identification team have come from their two lowest socioeconomic districts within their county; 25% of the students were from races other than white and were identified at the second-tier county level team. Their success also related directly to English Language Learners (ELL). Teacher Support and Education have been critical to this emerging initiative, which has led to the creation of a new AIG Local Credentials Institute. Ms. Cutshall shared how these intentional efforts are making a difference and she looks forward to seeing even more growth in their AIG program.

➤ **Pitt County Schools**

- Mr. Tim DeCresie, Director of Digital Learning and AIG Lead

Mr. DeCresie stated that when he started out it was all about identification and maintaining the program because Pitt County had a very strong AIG program for those students who were performing at the very top and it had been that way for decades. In 2013, at the NCAGT Conference, he heard a colleague say, how we should be thinking about “aptitude, achievement and artifact” and not just test scores. Those three words made him think how could he use that to start looking at kids who do not meet the traditional academic criteria for gifted education in Pitt County but who needed further development and access to this program. That led to the attached document with the triangle where he began to look at a level of service focused on an “exploratory” tier. From there, Pitt County started a “Go Grow” Program, which stands for Growing our Genius by Reaching our Wonders. That was a specific effort to reach out to that underrepresented populations as a model where students had access to engaging curriculum and instructional strategies where their talent may be developed and then recognized. He shared that in the current Local AIG Plan 2016-19, their goal shifted from being focused on identifying students less to just providing services for them. This would lead to more equitable services and opportunities.

Mr. DeCresie stated let’s bring those students in that have demonstrated some type of potential and who may not be performing well yet. He noted that they partnered with their Title I Department and together were able to purchase materials to support this Go Grow Program in all the elementary and middle schools. Within the first year they increased two of the under-represented groups dramatically, the black student population jumped 166% and their Hispanic student population jumped 240% in their AIG identification. The success is clear.

This year they are continuing the Go Grow program and have one school that is in a restart setting. They are planning for the Go Grow approach to be the foundation for the whole restart school. Let’s do all the things they are doing across the district in Go Grow, including inquiry-based learning, etc. and implement that for all students. Mr. DeCresie shared that they did just that and our planning and implementing right now. They look forward to the continued results of this emerging initiative.

➤ **Charlotte-Mecklenburg Schools**

- Mr. Brian Schultz, Chief Academic Officer, and Ms. Sheena Miracle, Director of Advanced Studies

Ms. Miracle shared that CMS currently has 205 languages spoken representing from 186 countries. In 2011 it became a focus that they were not identifying their English Learners for their AIG program. They began a partnership with the EL Department in their school district to develop effective ways to better identify and serve EL students. She further shared in detail other goals of their partnership such as: Increase the number of underrepresented populations who are identified as gifted; Nurture potential giftedness in ELs; Support gifted and advanced ELs through grade 12 to help maximize students’ academic potential. Ms. Miracle added that their program model was developed to support students and has critical strategies in place to ensure more equitable identification of AIG students. These strategies include: the second-grade identification process where **every** child is screened with a cognitive abilities test and every child receives a gifted rating scale; and the use of multiple criteria to determine gifted eligibility: aptitude, achievement, rating scales and portfolios. She specifically discussed the EL portfolio opportunity which includes providing opportunity for students to demonstrate evidence behaviors: complexity, abstract thinking and general intellectual giftedness. This portfolio approach as well as other factors, such as collaborating with the EL department when a student is performing above in their native language, have all lead to some incredible outcomes addressing issues of equity in CMS.

Mr. Schultz then discussed some of the results showing that CMS was really breaking the link in predictive gaps across their school system related to their AIG program. Over five years, growth in African-American increased around 9%, Asian and Hispanic around 70%, multi-racial subgroups 4.66%. Mr. Schultz reported that the CMS student body represent 18% of the state’s English learners, adding that it is a challenge but also an opportunity and a privilege to serve this student population and that intentional strategies is critical. He then emphasized that English Learners are students who have not mastered the English language and CMS is identifying

them as gifted before being proficient in English. Looking towards the future, CMS will continue the ongoing collaboration between its AIG and EL Department to best meet the academic needs of EL students, including nurturing that potential of giftedness in grades K-2, development of EL curriculum adaptations and professional development to best support advanced and gifted ELs success through grade 12 and the expansion of informal gifted opportunities grades 2-12. He added they are also looking at the evaluation of scheduling processes used to place EL students in AP and IB courses to remove barriers of access and opportunities. CMS continues to develop promising practices towards addressing issues of equity and growth in their gifted and advanced programming.

➤ **Durham Public Schools**

- Ms. Elizabeth Cross, Director of Advanced Academics and Ms. Laura Parrott, Coordinator of Advanced Academics

Ms. Cross stated that they will share several critical factors they have identified that contribute to the success they have had thus far in their local AIG program in addressing issues of opportunity and access. Durham Public Schools (DPS) are constantly analyzing and working to improve their AIG program child with each child in mind. She highlighted their personnel as a strength and a critical factor for success. Significant local funding provides AIG Specialists in every school K-8 and Advanced Academics Lead teachers in grades 9-12, to ensure effective programming. Having an advocate in the school daily ensures the continuity of services for students K-8 and allows the time for staff to build relationships to truly collaborate in the interest of every child. She further discussed how professional learning was another critical factor for success. Monthly professional learning communities for AIG Specialists provide time dedicated for these educators to collaborate in teams across the district, to discuss district initiatives, analyze school and district data, and participate in professional learning. Ms. Cross added that they address the North Carolina AIG Program Standards and Practices each month to ensure growth in the AIG program across all areas. Conversations consistently include topics around equity and access, most recently, they focused professional learning on identifying implicit bias. Their partnership with the local AIG licensure program spans their professional learning “Reach” to build capacity of personnel. Their professional learning has provided teachers the skills necessary not only to differentiate for their gifted and advanced learners, but also a changed mindset to recognize students with potential from diverse backgrounds. Ms. Cross also shared that multiple pathways for identification was another critical factor for success with DPS AIG program. The recognition and identification of gifted students occurs through multiple pathways and is based on state legislation, Article 9B. The process in DPS focuses on “or” not “and” to ensure students are provided access to the program. They use an on-going process K-12 and do not limit access to certain times of the year. DPS also supports teachers or others advocating for students using a portfolio of evidence. A district review team also provides guidance to ensure that across the district there are consistent efforts being made to recognize and identify giftedness.

Ms. Parrott then shared an additional critical factor to ensure opportunity and access in their AIG program. She stated that one of the things that they have been very intentional about is having a K-2 program, because they believe that there is potential in every child, no matter their background or the language that they speak in their home. She noted that they want to make sure that they are tapping into each child’s potential early. The K-2 program is a collaborative process in every elementary school. The AIG Specialist goes in weekly and does whole group lessons. They balance out a whole group lesson and then a small group lesson to continue nurturing every child in the school, recognizing the talents that are emerging in the students. She noted that these lessons are based on critical thinking skills and also tied to the content. They may look at visual and evaluative thinking in relationship to what the students are already thinking and learning. Ms. Parrott also shared that one of the most effective ways and ensuring that all students are considered for AIG services, not just identification, is to utilize a universal screener. She shared that DPS administers the cognitive abilities test in second grade to every student. This screener helps to tell the story for each child – and ensures that we have an additional piece of data focused on learning about the strengths and needs of the children. They also focus on the purpose and results to help them to push their students forward and help work towards equitable identification, these five critical factors have supported DPS in developing a proven program that address issues of opportunity and access in gifted programming.

Ms. Cyrus thanked each school district for sharing and recognized them as “pockets of excellence”. She noted that today’s presentations were really the tip of the iceberg when it comes to the good work districts and charter schools are doing to address challenges in our gifted programs across the state. In every region of the state there are some exemplary examples of promising practices, proven programs and emerging initiatives. She stated that they asked districts across the state if they would be willing to share some of the other things that they are doing as well. She then referenced attachment six which provides some additional pockets of excellence from across the state. This attachment provides examples from each SBE region. NCDPI appreciates the districts and charters who have volunteered the information and Ms. Cyrus urged members to review the document.

Ms. Shah-Coltrane then provided some next steps with continued and increased support from partners to address the challenges of equity and access as well as growth and achievement in AIG programs across the state. Next steps include to: focus on program improvement to address these challenges, analyze data further, scale-up effective programs, like those shared today, and personalize learning through talent development programs and profiles to ensure students get what they need to move them forward and develop their capacity. Ms. Shah-Coltrane shared that in a few weeks North Carolina is going to be recognized as a Model State to Watch by the Jack Kent Cooke

Foundation. North Carolina will be ahead of almost every state when it comes to the foundation and mirrors most other states when it comes to addressing the gaps. She reiterated how NC has a strong foundation in gifted education and, with intentional focus, will continue to lead in the area of equity and excellence.

Chairman Cobey thanked the staff and all our LEA guest for presenting to the Board.

Chairman Cobey recognized Superintendent Johnson for his monthly report.

### **SUPERINTENDENT'S REPORT**

Superintendent Johnson thanked all of the districts that took the time to come to Raleigh to present and for all of the work they are doing to lead this effort. Superintendent Johnson shared that there will be more student art displayed in this building, which serves as a reminder of who we are working for. Mobile art galleries are now located outside of the elevator banks. The Superintendent also shared that NCDPI is extending the student performances throughout the year, and encouraged everyone to be on the lookout for the schedule. Superintendent Johnson thanked Ms. Christie Lynch Ebert, Mr. Slater Mapp, and Mr. Jeromy Tucker who have spearheaded this project.

Superintendent Johnson shared about some of the stops on his listening tour over the last month. This included trips to Pitt County and Johnson County for Love the Bus Week. He noted the challenges faced by bus drivers, and importance of appreciating the work that they do. Superintendent Johnson also shared about his trip to Winston-Salem to expand the NC Reads Program. At the event, 1000 books collected by White Memorial Preschool, were donated to the Read, Write, Spell Organization for delivery to book deserts within the community. Superintendent Johnson stated that they look forward to launching NC Reads Book Drives for schools across the state.

Superintendent Johnson then provided an overview of the work being done to analyze NCDPI expenditures. He noted that he would have liked to present a more in-depth analysis, digging into divisions over multiple years, but finance staff and his team have found it quite difficult to map this information over time. Mapping means plotting out where money specifically was budgeted and spent. He acknowledged Mr. Adam Levison and his team for their hard work, especially Mr. Adam Short who has been working overtime trying to correlate past practices with current budgeting efforts. The Superintendent noted that this work will continue in tandem with the work being done by Ernst and Young.

Superintendent Johnson shared a pie chart showing NCDPI expenditures. The Department of Public Instruction both receives and passes money through to districts and other organizations. He noted that we hear frequently about the \$9 billion from the State and millions of dollars from the federal government dedicated to public education in North Carolina, a lot of that funding passes through NCDPI and goes down to the districts. Superintendent Johnson explained that the expenditures in this presentation are for the core functions of the Department and do not include pass through funds or the Residential Schools. Expenditures total to about \$110 million. The number you read about in the media is the \$50 million in state appropriations, but it is important to know that there are other sources such as federal and indirect costs. Superintendent Johnson again referenced the pie chart to highlight state and federal funding and the dominate expenditures around people and contracts.

Superintendent Johnson went on to detail that most of the contracts fall under academic services or miscellaneous contractual services and are supported by federal funding. Exceptional children, accountability, and Early Learning are among the largest expenditures under both academic services and under miscellaneous contractual services. Currently, school nutrition is one of the largest under academic services and is very heavily supported by federal funding. Looking at expenditures by fund source, he noted that workshop related contracts are primarily funded by receipts and federal dollars. In terms of other expenses, the single largest category is membership dues. However, NC WISE OWL is the largest expenditure at around \$800,000. Also listed are travel, supplies, property and equipment, and purchase services. Superintendent Johnson shared a slide which breaks down where people are in the department and the balance of state and federal dollars to pay for salaries. He added that this slide also includes contractors if they are paid using funds from a vacant position in that area. Examples of contractors include: regional consultants in Accountability (6 contractors), Integrated Academic Behavior Systems – MTSS (9 contractors), transportation, and technology. The largest number of state-funded positions is in Early Learning and most of that is for sensory support services for 0 to 3-year-olds. Similar work is also going on in our Exceptional Children's group. The second largest number of positions is found in technology services. Superintendent Johnson noted that this is a broad overview that can be taken and digested as this work continues. He then thanked the department staff especially section leaders who have really stepped up to help understand the role, budget, and expenditures for each section. Superintendent Johnson highlighted and thanked the department staff for their efforts in providing narratives around responsibilities, goals and new initiatives ongoing in each area. In conclusion, he thanked his Senior Budget Advisor, Ms. Chloe Gossage, who has been working very closely with Mr. Adam Levinson to make sure that this information was presented in a format that was easy for all of us to understand.

Ms. Willoughby asked Superintendent Johnson for a report about his listening tour next month. She also asked about his committee to study student health and mental health issues. In statute it states that it is due to the Board and the Joint Education Legislative Oversight by April 1, 2018. She also asked about committee membership. Superintendent Johnson replied that they would get her that information.

**CONSENT AGENDA**

Chairman Cobey moved to the Consent agenda. Noting that these items have either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

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

***CONSENT***

**EICS 10 – Uwharrie Charter Academy’s Request to Amend its Lottery and Enrollment Process**

**Presenters:** 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:**

Uwharrie Charter Academy (Randolph County) opened in 2015 and requests permission from the State Board of Education (SBE) to amend its lottery procedure outlined in its approved charter application. Annually, the Office of Charter Schools reviews and provides feedback on each charter school's enrollment and lottery procedures. The enrollment and lottery procedures will be outlined in the nonprofit board of director's policy for the school and OCS will review to ensure compliance with applicable laws. Since this information is in the approved charter application, per the Charter Agreement, it is binding and considered material. Per CHTR-014, GS 115C.218 and the Charter Agreement this change requires SBE approval.

The Office of Charter Schools (OCS) has reviewed the submitted information (see attached) and recommends that the SBE approve this amendment request.

**Recommendations:**

The Office of Charter Schools recommends that the State Board approve this amendment request for Uwharrie Charter Academy.

***CONSENT***

**EICS 11 – Southeastern Academy’s Request to Amend its Lottery and Enrollment Process**

**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:**

Southeastern Academy (Robeson County) opened in 2013 and requests permission from the State Board of Education (SBE) to amend its lottery procedure outlined in its approved charter application. Since this information is in the approved charter application, per the Charter Agreement, it is binding and considered material. Per CHTR-014, GS 115C.218 and the Charter Agreement this change requires SBE approval. The Office of Charter Schools (OCS) has reviewed the submitted information (see attached) and recommends that the SBE approve this amendment request.

**Recommendations:**

The Office of Charter Schools recommends that the State Board approve this amendment request for Southeastern Academy.

**CONSENT**

**EICS 12 – Joint Legislative Oversight Committee Report: Annual Report by an Independent Research Organization on Implementation and Effectiveness of the Innovative School District**

**Presenter(s):** Dr. Eric Hall

**Description:**

Dr. Hall will present an update to the State Board of Education on the status of evaluation design development by the Friday Institute at NC State University, an independent education research organization, to assess the implementation and effectiveness of the North Carolina Innovative School District (ISD) and the Innovation Zones as defined in G.S. 115C-75.13.

**Recommendations:**

The NC ISD recommends that the State Board of Education approve this Annual Report

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

**CONSENT**

**BSOP 4 – Educator Bonus Reports: Fourth- and Fifth-Grade Reading Bonus Report, Fourth- and Eighth-Grade Math Bonus Report; Advanced Placement/International Baccalaureate Bonus Report; and Career and Technical Education Bonus Report**

**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), Dr. Thomas Tomberlin, Director, School Research, Data, and Reporting), Ms. Sneha Shah-Coltrane, Director, Advanced Learning and Gifted Education), and Mr. John Kirkman, Interim Director, Career and Technical Education)

**Description:**

This Board item presents the bonus reports for four categories of funding: Fourth and Fifth Grade Reading Bonus Report; Fourth and Eighth Grade Math Bonus Report; Advanced Placement/International Baccalaureate Bonus Report; and Career and Technical Education /Bonus Report. A brief description of each bonus category is presented, and the attachments showing the bonus distribution by LEA are attached in the order that they are described below.

**Fourth and Fifth Grade Reading Bonus Report:** Pursuant to Session Law 2017-57 Section 8.8D.(c) and Section 8.8E.(c), the State Board of Education shall study the effect of the bonuses awarded pursuant to this section on teacher performance, retention, the distribution of statewide bonuses among the LEAs, and the distribution of bonuses within LEAs and their schools. The report shall be delivered to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15, 2018.

**Fourth and Eighth Grade Math Bonus Report:** Pursuant to Session Law 2017-57 Section 8.8D.(c) and Section 8.8E.(c), the State Board of Education shall study the effect of the bonuses awarded pursuant to this section on teacher performance, retention, the distribution of statewide bonuses among the LEAs, and the distribution of bonuses within LEAs and their schools. The report shall be delivered to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15, 2018.

**Advanced Placement/International Baccalaureate Bonus Report:** AP/IB Bonus Program Report: Session Law 2017-57, Section 8.8 states that the State Board of Education shall study the effect of the program on advanced course teacher performance and retention, and shall report on the results of its finding and the amount of bonuses awarded to advanced course teachers, including the amount awarded for Advanced Placement courses, the amount awarded for International Baccalaureate Diploma Programme courses, and the amount awarded for Cambridge AICE program courses to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15 of each year. This report includes information regarding the allocations and expenditures for the AP and IB bonuses by school district and charter. Information regarding teacher retention and performance is not yet available due to the current program guidelines being in the first year.

**Career and Technical Education Bonus Report:** Appropriations Bill 2017-57 Section 8.9 states that the State Board shall report on the results of its findings, the amount of bonuses awarded to teachers who teach students earning approved industry certifications or credentials, and the type of industry certifications and credentials earned by their students to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15 of each year.

**Recommendations:**

It is recommended that the State Board of Education approve these reports to be submitted to the Legislature.

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

**CONSENT**

**SLA 3 – Report to the North Carolina General Assembly: Cursive Writing and Multiplication Tables Reports**

**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) and Ms. Christie Lynch Ebert (Interim Director, Division of K-12 Standards, Curriculum and Instruction and Section Chief, K-12 Programs Area, Division of K-12 Standards, Curriculum and Instruction)

**Description:**

SECTION 7.23B of SL2017-57 requires the State Board of Education and the Department of Public Instruction to report to the Joint Legislative Education Oversight Committee by March 30, 2018, regarding the measures taken by each local school administrative unit to implement the requirements regarding cursive writing and memorization of the multiplication tables, pursuant to G.S. 115C-81(k) and (l), and to ensure that those requirements are met.

GS 115C-81 (k) states that the standard course of study shall include the requirement that the public schools provide instruction in cursive writing so that students create readable documents through legible cursive handwriting by the end of fifth grade. Section (l) states that the standard course of study shall include the requirement that students enrolled in public schools memorize multiplication tables to demonstrate competency in efficiently multiplying numbers.

**Recommendations:**

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

**CONSENT**

**SLA 4 – Report to the North Carolina General Assembly: Cursive Writing and Multiplication Tables Reports**

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



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

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer) and Ms. Sneha Shah-Coltrane (Director of Advanced Learning and Gifted Education)

**Description:**

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

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

In working to design the program, the NCCCS and DPI are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies. As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college-ready graduate program. The team is composed of mathematics faculty, English/reading faculty, and statewide association representatives.

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

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

The report for the State Board of Education and State Board of Community Colleges will be submitted to the Joint Legislative Education Oversight Committee by March 15, 2018.

**Recommendations:**

It is recommended that the SBE accept the report and approve its being transmitted to the General Assembly by the NC Community College System Office.

Chairman Cobey noted that he will Chair in the absence of Mr. Gregory Alcorn, Chair and the Vice Chair, Mr. Todd Chasteen for the Business Operations Committee.

<i>Upon motion by Mr. Reginald Kenan and seconded by Ms. Becky Taylor, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 10, EICS 11, EICS 12, BSOP 4, SLA 3, SLA 4)</i>
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**ACTION AND DISCUSSION AGENDA**

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

Chairman Cobey called the March 2018 Business Operations (BSOP) Committee meeting to order.

**ACTION**

**BSOP 1 – 2018-19 Supplemental Budget Recommendations**

**SBE Strategic Plan**

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

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

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services)

**Description:**

Per the attached memorandum, Governor Roy Cooper is requesting supplemental budget expansion recommendations from State agencies for the 2018 Short Session of the General Assembly. OSBM requests that the budget expansion recommendations not exceed 2% of an agency's 2017-18 certified state appropriations: 2% of the current Public Education general fund budget is approximately \$181 million.

The Office of State Budget and Management (OSBM) has advised State agencies to submit requests by February 13, 2018, but has, in recognition of the State Board of Education's (Board) regular meeting cycle, given the Board until after its scheduled March meeting to submit a formal request.

During the Wednesday, January 31, Committee Meeting, and the Thursday, February 1, Board Meeting, the Board discussed which potential 2018-19 budget expansion requests might best align with the Board's evolving strategic priorities. Based on those discussions, DPI staff have worked with the BSOP chairs to produce the formal proposal (attached) for the Board to approve at its March meeting.

**Recommendations:**

It is recommended that the State Board of Education approve the supplemental budget request allowable under OSBM's instructions, as presented.

**Discussion/Comments:**

- Chairman Cobey noted a thorough discussion of this item and it was recommended that the Chair and Vice Chair go back and take another look at the items in the letter. Chairman Cobey noted that Mr. Alcorn and Mr. Chasteen worked with Mr. Levinson on the items in the letter.
- Chairman Cobey stated that if the Board has any editorial or substantive comments to please get them to Mr. Levison. He added that if the Board was happy with the substance then they will go forward and Chairman Cobey will sign the letter.

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

*Upon motion by Chairman Cobey and seconded by Mr. Eric Davis, the Board voted unanimously for Approval of the 2018-19 Supplemental Budget Recommendations, with additional letter signed by Chairman Cobey as presented. (See attachment BSOP 1)*

***ACTION ON FIRST READING***

**BSOP 2 – Study Financial Costs of Federal Mandates**

**SBE Strategic Plan:**

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

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

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division), and Mrs. Leigh Ann Kerr (Assistant Director, School Business Division)

**Discussion:**

In accordance with Senate Bill 78: the Department of Public Instruction shall study, report, and provide any supporting data to the Fiscal Research Division and the Program Evaluation Division of the General Assembly on the cost of compliance with federal education funding mandates to local school administrative units. The Senate Bill 78 report is attached.

**Recommendations:**

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

Discussion/Comments:

- BSOP Chairman Cobey noted a thorough discussion of this item.
- No additional comments.

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

*Upon motion by Chairman Cobey and seconded by Dr. Olivia Oxendine, the Board voted unanimously to Accept the Study Financial Costs of Federal Mandates, as presented. (See attachment BSOP 2)*

***ACTION ON FIRST READING***

**BSOP 3 – Third-Grade Teacher Reading Bonus Allotments**

**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. Pamela Shue (Associate State Superintendent, Early Childhood) and Ms. Karla Casteen (Interim Director, K-3 Literacy)

**Description:**

Appropriations Bill 2017-57 Section 9.7 appropriates \$10,000,000 for bonuses for third-grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

- \$5,000,000 is allotted based on bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.
- \$5,000,000 is allotted to pay bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each LEA.

**Allotments**

State Board of Education Allotment policy related to this bonus is posted on the Allotments site at <http://www.ncpublicschools.org/fbs/allotments/general> .

**Procedure**

**A. 3<sup>rd</sup> Grade teacher Reading Performance State Level**

Top 25% of the 3<sup>rd</sup> grade teachers in the State were determined based on EVAAS

The \$5,000,000 appropriation was divided in to the total number of teachers

Total number of teachers eligible 1,380

Total award per teacher \$3,623

Allotment will include teacher award plus social security. Award is not subject to retirement.

**B. 3<sup>rd</sup> Grade teacher Reading Performance LEA Level**

Total appropriation of \$5,000,000 allocated to each LEA based on average daily membership

Top 25% of the teachers in each LEA determined

Teachers who are not eligible are removed from the award allotment

The LEA allotment is shared equally amongst remaining eligible teachers. The following numbers represent eligibility based on EVAAS data, not LEA employment:

Number of teachers in top 25% 1,314

Average award \$3,805

Lowest award per teacher (Kannapolis City) \$2,307

Highest award per teacher (Northampton) \$6,429

Allotment will include teacher award plus social security. Award is not subject to retirement.

The State level bonus is calculated based on the total number of teachers eligible and the funds are distributed equally to the teachers.

The LEA level funds are first allocated to each LEA based on average daily membership. These funds are then divided by the number of eligible teachers in the LEA. This results in a different bonus amount by LEA.

LEAs are responsible for determining if the teachers meet the eligibility requirements. Unused funds shall not be used for any other use and shall revert to the State.

**Recommendations:**

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

**Discussion/Comments:**

- BSOP Chairman Cobey noted a thorough discussion of this item.
- No additional comments.

This item was presented for Action on First Reading during the March 2018 State Board of Education meeting. (See Attachment BSOP 3)

*Upon motion by Chairman Cobey and seconded by Mr. A.L. Collins, the Board voted unanimously to Approve the Read to Achieve Bonus Report, as presented. (See attachment BSOP 3)*

**Update on Contracts**

**ADJOURNMENT**

Indicating no other business, Chairman Cobey adjourned the March 2018 BSOP Committee meeting.

Chairman Cobey recognized Vice Chair Becky Taylor, Committee Chair for the Special Committee on Digital Learning.

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

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

**NEW BUSINESS**

❖ **Digital Learning Initiative Professional Learning Update**

- Ms. Verna Lalbeharie, Director, Digital Teaching & Learning
- Dr. Jeni Corn, The Friday Institute at NCSU

Ms. Taylor stated that yesterday they had a wonderful presentation from Dr. Jeni Corn and Ms. Verna Lalbeharie. She added that they had guests who presented how Canvas was being used in their schools.

**ADJOURNMENT**

Indicating no other business, Vice Chair Becky Taylor adjourned the March 2018 SCDL 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)**

**DISCUSSION**

**ES&P 1 – SBE Policy LICN-001 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for additional discussion, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-001 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- Dr. Oxendine stated that these items represent the bedrock of the preparation, evaluation, testing, renewal and the licensing of educators in North Carolina.
- She added this was very important work from PEPSC and the staff at DPI.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 1)

**DISCUSSION**

**ES&P 2 – SBE Policy LICN-002 Amendments to Alignment with Statute**

**SBE Strategic Plan**

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

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

Education Building, Raleigh	Thursday, March 1, 2018	State Board Room, 9:00 AM
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**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-002 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- Dr. Oxendine stated that these items represent the bedrock of the preparation, evaluation, testing, renewal and the licensing of educators in North Carolina.
- She added this was very important work from PEPSC and the staff at DPI.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 2)

**DISCUSSION**

**ES&P 3 – SBE Policy LICN-003 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-003 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- Dr. Oxendine stated that these items represent the bedrock of the preparation, evaluation, testing, renewal and the licensing of educators in North Carolina.
- She added this was very important work from PEPSC and the staff at DPI.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 3)

**DISCUSSION**

**ES&P 4 – SBE Policy LICN-005 Amendments to Alignment with 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 of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-005 with current law.

**Recommendations:**

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

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- Dr. Oxendine stated that these items represent the bedrock of the preparation, evaluation, testing, renewal and the licensing of educators in North Carolina.
- She added this was very important work from PEPSC and the staff at DPI.

This item is submitted as Discussion during the March 2018 State Board of Education meeting. (See Attachment ES&P 4)

**NEW BUSINESS**

- ❖ **Update: Preparing Educators to Support Career and College Readiness**
  - **Ms. Cynthia Floyd, Director, School Counseling Consultant**

Ms. Floyd shared recommendations from the North Carolina Counseling Strategic Leadership Team. She discussed five goals coming forward from that team along with recommendations for the State Board of Education to consider.

**ADJOURNMENT**

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

Chairman Cobey then recognized Ms. Becky Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

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

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

**ACTION****EICS 1 – Second-Year Delay Request for Discovery Charter School****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), Dr. Kebbler Williams (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Discussion:**

Discovery Charter School (DCS) in Durham County requests that the State Board of Education (SBE) grant a two-year delay in opening the charter school. In August 2016, the SBE granted final approval to DCS to open in August 2017 and ultimately approved the one-year delay request in May 2017.

In a December 2017 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees DCS stated that it has experienced setbacks related to a court case over a special-use permit. Since the appeal was not successful and there is no resolution in the foreseeable future, the DCA board now requests a two-year delay (letter attached). The CSAB considered this information at its January 9, 2017, meeting and voted unanimously to recommend a two-year delay to the SBE.

Per its approved application, DCS plans to open with grades six and seven and expand one grade per year until the school is a full

grade six through eight school serving 528 students. The school's mission statement is: “The mission of Discovery Charter School is to prepare students to be self-motivated lifelong independent and collaborative learners through a challenging STEAM-focused curriculum in an innovative and supportive environment.” With a blended learning model of instruction, “DCS will use innovative scheduling, unique building design, and a dedicated Passion Learning Time to drive student motivation, collaboration, and achievement.”

The Charter School Advisory Board (CSAB) supports DCS’s request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The DCS Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2019, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2019, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this two-year delay for Discovery Charter School with the above stipulations.

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- She added that the Charter School Advisory Board (CSAB) supports DCS’s request with the five stipulations on e-Board.
- No additional comments.

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

*Upon motion by Ms. Becky Taylor and seconded by Ms. Tricia Willoughby, the Board voted unanimously to Approve the Second Year Delay Request for Discovery Charter School along with the Attached Five Stipulations, as presented. (See attachment EICS 1)*

**ACTION**

**EICS 2 – Joint Legislative Education Oversight Report: Charter Schools Pilot Transportation**

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

**Description:**

Pursuant to Session Law (SL) 2017-57, the Department of Public Instruction (NCDPI) is required to establish the Charter School Transportation Grant Pilot Program (Program). The total amount of available funds for the program is \$2.5 million dollars. The maximum available for a single program is \$100,000. The purpose of the Program is to award grant funds to a charter school meeting specific eligibility requirement for the reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school. Disbursements are contingent on:

5. Timely submission of documentation reporting expenditures (e.g. contracts, budgets, reports, etc.);
6. Verification of those documents;



7. Consideration of the total number of requests; and
8. Development of pro rata distribution formula if needed.

#### **Permissible Uses of Program Funds**

Program funds awards shall be used for the below listed purchases. The maximum amount of award is \$100,000 per program. The maximum amount may be distributed in one semester in some instances.

4. Transportation Fuel
5. Vehicle Maintenance
6. Contracted Transportation Services

#### **Eligible Applicants**

If a charter school has a student enrollment of at least fifty percent (50%) of its students residing in households with an income level not in excess of the amount required for a student to qualify for the federal free or reduced-price lunch program in a semester of the school year, the charter school may apply to NCDPI for grant funds under the Program for reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school for that semester.

#### **Required Reporting**

Grant recipients are required to submit a report by February 16, 2018, on the following:

1. Whether receiving the reimbursement has led to an increase in the charter school offering lunch;
2. Whether receiving the reimbursement has led to an increase in student lunch participation at the charter school;
3. Whether receiving the reimbursement has increased or expanded the offering of student transportation by the charter schools; and
4. The modes of student transportation offered by the charter school receiving grant funds.

The Department of Public Instruction shall report by March 15 of each year to the Fiscal Research Division and the Joint Legislative Education Oversight Committee on the administration of the grant program for the prior year, including:

4. The number of charter schools that received grants and the amount of grant funds awarded to those charter schools;
5. The types of student transportation costs eligible for reimbursement under the Program; and
6. An estimate of the cost of the Program for the upcoming fiscal year.

The attached draft report will fulfill this legislative annual reporting requirement.

#### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this Annual Report.

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

#### **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 March 2018 State Board of Education meeting. (See Attachment EICS 2)

<i>Upon motion by <u>Ms. Becky Taylor</u> and seconded by <u>Ms. Amy White</u>, the Board voted unanimously to Approve Joint Legislative Education Oversight Report: Charter Schools Pilot Transportation Grant, as presented. (See attachment EICS 2)</i>
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#### ***ACTION ON FIRST READING***

#### **EICS 3 – Montcross Charter Academy Request to Surrender its Charter**

#### **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), Dr. Kebbler Williams (Consultant, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

#### **Description:**

On August 4, 2016, the State Board of Education (SBE) voted to grant Montcross Charter Academy (MCA) approval to open in Gaston County.

On January 31, 2018 (in the middle of a one-year delay), the Office of Charter Schools (OCS) received a request from the MCA Board of Directors to relinquish its charter due to the challenges it has faced in securing a site for the school (documents attached).

**Recommendations:**

The Office of Charter Schools recommends that the State Board accept the voluntary charter relinquishment for Montcross Charter Academy.

**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 March 2018 State Board of Education meeting. (See Attachment EICS 3)

*Upon motion by Ms. Becky Taylor and seconded by Ms. Tricia Willoughby, the Board voted unanimously to Approve the Montcross Charter Academy Request to Surrender its Charter, as presented. (See attachment EICS 3)*

***ACTION ON FIRST READING***

**EICS 4 – Bertie County Request to Rescind Restart Application**

**SBE Strategic Plan:**

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

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

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

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

**Presenter(s):** Dr. Nancy Barbour (Director, Educator Support Services)

**Description:**

Recurring Low-Performing schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for 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 March State Board Meeting.

*Submitted to Rescind:*

Application for the Restart Model to be rescinded is being submitted for Action on First Reading. The following list includes the name of the school district and school.

- Bertie County Schools
1. Bertie High School

**Recommendations:**

It is recommended that the State Board approve the Bertie County request to rescind this application.

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

**Discussion/Comments:**

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

*Upon motion by Ms. Becky Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to Approve the Bertie County Request to Rescind Restart Application, as presented. (See attachment EICS 4)*

***DISCUSSION***

**EICS 5 – The Capital Encore Academy’s Request to Postpone its High School**

**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), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

The Capital Encore Academy (Cumberland County) opened August 2014 and requests State Board of Education (SBE) approval to postpone its high school offerings until 2020 (year 7) due to its current academic standing as a continually low-performing charter school (see attached). Currently, the school provides education for students in grades K – 8 and planned to expand to ninth grade next year as outlined in its previously approved charter application. The Capital Encore Academy’s request to postpone its high school requires State Board approval per NC General Statute 115C-218.5 and CHTR-014 since this change is considered material.

**Recommendations:**

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

**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 March 2018 State Board of Education meeting. (See Attachment EICS 5)

***DISCUSSION***

**EICS 6 – Annual Charter School Performance Framework Overview**

**SBE Strategic Plan:**

**Goal 2:** 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), Ms. Stephenie Clark (Consultant, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS); through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time, is a part of the renewal process, and may be used for high-stakes decision-making. Information outlined in the PF allows OCS to provide charter schools, SBE, and Charter Schools Advisory Board (CSAB) one consistent document to determine whether a charter school is meeting academic, operational and financial goals.

The 2017 PF data collection period started in January 2017 and concluded June 30, 2017. Prior to the data collection period, OCS provided training to all charter schools on using Microsoft SharePoint. During the data collection process, technical assistance was granted as needed. Extensions were granted to charter schools requesting additional time to submit information. OCS reviewed and provided feedback for items submitted for the PF from July 2017 - January 2018. OCS then provided a correction period for schools to adjust items to ensure compliance with statute, SBE policy, and the charter agreement. Any school not making specific corrections or submitting requested documentation after extension requests received a rating of "Not Compliant" for the 2017 PF. The attached report outlines the number of charter schools not meeting, meeting and exceeding expectations.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education accept the 2018 Performance Framework

**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 March 2018 State Board of Education meeting. (See Attachment EICS 6)

**DISCUSSION****EICS 7 – American Renaissance School’s Request to Change its Mission****SBE Strategic Plan:**

**Goal 2:** 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), Ms. Shaunda Cooper (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

American Renaissance School requests to amend its original mission statement. The Board of Directors at the school along with the administration wish to amend the current mission statement as it is lengthy. American Renaissance believes its proposed amended mission statement is more “user friendly.”

**Original Mission Statement:**

The American Renaissance School Mission is to provide an engaging and intellectual environment which surrounds the child in a community of learners who acknowledge and believe in the unique, yet dynamic nature of the human spirit and strive to foster and nurture the individual through meaningful and challenging opportunities in art research, communication, and science while collectively experiencing a Renaissance of the Mind.

**Proposed Mission Statement:**

To ensure a standard of academic excellence by providing a nurturing environment that allows each child to reach his or her fullest potential as students and citizens.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve the mission change for American Renaissance School.

**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 March 2018 State Board of Education meeting. (See Attachment EICS 7)

**DISCUSSION****EICS 8 – Innovative School District Update on Selection and Negotiation Process with Potential Innovative School Operators for Southside Ashpole Elementary School**

**Presenter(s):** Dr. Eric Hall (ISD Superintendent)

**Description:**

Dr. Hall will present an update to the State Board of Education on the progress being made in the negotiations with the two Innovative School Operator (ISO) applicants for Southside Ashpole Elementary School in Robeson County. This update will include an overview of the additional steps that have been taken to engage in an effective negotiation process and efforts to solicit clarity in each operator’s application where needed. This update may include the status of negotiations with the two current applicants and steps that are being taken to consider other operator entities in the event of failed negotiations.

**Recommendations:**

Recommendation for approval of a selected ISO by April 15, 2018.

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- Ms. Taylor noted that she recommended that SBE officially direct staff to coordinate a special called meeting between now and next month’s meeting so that the Board can hear the recommendation before coming back in April.
- Chairman Cobey asked Dr. Hall to work with Ms. Taylor’s request to give the Board a heads up.

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

***DISCUSSION***

**EICS 9 – Submission Restart Applications**

**SBE Strategic Plan:**

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

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

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

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

**Presenter(s):** Dr. Nancy Barbour (Director, Educator Support Services) and Dr. James Ellerbe (Reform Model Lead, Educator Support Services)

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 recently submitted applications are listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed, and potentially edited in preparation for their approval at the April State Board of Education meeting. Applications Submitted for Discussion are listed below and include the name of the school district(s) and school(s):

Pitt Public County Schools

1. Grifton School

Rowan Salisbury Public County Schools

2. Salisbury High School
3. Knox Center for Accelerated Studies Middle School
4. Elizabeth Hanford-Dole Elementary School

Wake County Public Schools

1. Baileywick Road Elementary School
2. Green Elementary School
3. Knightdale High School
4. Lake Myra Elementary School
5. Lincoln Heights Elementary School
6. Smith Elementary School
7. Wilburn Elementary School

Union County Public Schools

1. Benton Heights Elementary School
2. East Elementary School
3. Walter Bickett Elementary 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 Discussion during the March 2018 State Board of Education meeting. (See Attachment EICS 9)

**ADJOURNMENT**

Indicating no other business, EICS Committee Chair Becky Taylor adjourned the March 2018 EICS Committee meeting.

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 – Process for the Review, Revision, and Implementation of the North Carolina Standard Course of Study**

**Policy Implications:** SBE Policy SCOS-12

**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 1.2:** Graduate students prepared for post-secondary education

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mrs. Christie Lynch Ebert (Interim Director, Division of K-12 Standards, Curriculum and Instruction)

**Description:**

Policy SCOS-012 establishes the process to guide the review, revision and implementation of the NC Standard Course of Study. The Division of K-12 Standards, Curriculum and Instruction has used this policy to guide the development of recommended changes to the most recently adopted K-12 math and K-12 English Language Arts (ELA) standards. As a result, an amendment to the policy is recommended to clarify the policy and steps required for review, revision, and implementation of new standards.

**Recommendations:**

It is requested that the State Board accept the proposed changes and approve SCOS-12 as presented.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item.
- Mr. Davis commended the DPI staff and noted that this policy was a culmination of a series of standards that have been reviewed by DPI and the SBE. He added that this document demonstrates the commitment to listening to our teachers, superintendents and other stakeholders across North Carolina in developing a transparent and thorough process for continuing to improve our North Carolina Standard Course of Study. He then acknowledged Dr. Stacey Wilson-Norman.

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

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to Approve the Process for Review, Revision, and Implementation of the North Carolina Standard Course of Study, as presented. (See attachment SLA 1)*

***DISCUSSION***

**SLA 2 – Request from Charter Schools for Alternative State Accountability Model**

**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, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

At its November 2017 meeting, the State Board of Education approved three charter schools - Central Wake Charter High School, Commonwealth High School and Stewart Creek High School - as alternative schools for accountability purposes, making them eligible to participate in the Alternative Schools' Accountability Model. The schools submitted their intent to participate to the Accountability Services Division within one week of approval as requested. All three schools selected Option D, to submit their own accountability model to the State Board of Education for approval.

**Recommendations:**

It is recommended that the SBE approve the alternative accountability options as presented.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item.

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

**NEW BUSINESS****➤ Update on the Modernization of the Textbook Adoption Process**

- Dr. Stacey Wilson-Norman, Chief Academic Officer, Ms. Verna Lalbeharie, Director of Digital Teaching and Learning, Ms. Debra Goodman, Lead Consultant, Dr. Camellia Fair, Instructional Resource Consultant, Ms. Donna Murray, Regional Consultant

Dr. Wilson-Norman provided the Board with an update on the process that DPI is using to align the approved review, revision, and implementation of the Standard Course of Study policy which connects with that.

**➤ Kindergarten Entry Assessment: Setting Developmental Ranges for Reporting**

- Dr. John Pruette, Executive Director, Office of Early Learning

Dr. Pruette shared with the Board that they have been implementing a Kindergarten Entry Assessment in the state over the past three years on a statewide basis with every incoming kindergarten student. Dr. Pruette shared results, and status of children's learning at kindergarten entry.

**➤ ESSA Update**

- Dr. Tammy Howard, Director of Accountability

Mr. Davis stated that yesterday they discussed an item related to ACT WorkKeys which resulted in a recommendation to the Board at this time in an Action on First Read. He then recognized Dr. Tammy Howard to present this recommendation.

Dr. Howard stated that in a series of conversations with USED, they repeatedly shared with DPI that the indicator is the WorkKeys Assessment that is administered to students who have achieved career and technical education completer status. That is not allowed and the cohort must be a group of students such a grade or class. She added that they did try to maintain that this is a subgroup that has been identified through their participation in certain courses, but that suggestion was not met with agreement. She also added that the USED was not requiring that they test, but are requiring that they include all a cohort such as a 12<sup>th</sup>-graders in the denominator. Dr. Howard added that it was asked as to whether DPI would continue to report out the results of those assessments independently from the accountability model. The answer is absolutely yes.

Mr. Davis asked if this would require any additional testing. Dr. Howard replied no, adding that with this proposal if DPI was able to merge the two indicators, the current population of all 11 graders take ACT and Career and Technical Education completers take the WorkKeys. Chairman Cobey asked for clarity as to who would take each assessment and in which school year. Dr. Howard clarified students would take the ACT in the 11<sup>th</sup> grade year and WorkKeys, if they are Career and Technical Education completers, in the 12 grade. The recommendation does not require additional testing.

The recommendation is as follow: it is recommended the State Board of Education approve the North Carolina ESSA State Plan to specify the denominator for WorkKeys as all students in grade 12, as required by the Every Student Succeeds Act (ESSA). The State Board of Education will also seek a change to the School Performance Grades statute to allow North Carolina to merge the ACT and the WorkKeys School Quality and Student Success indicators into one indicator for the 2017-18 school year and beyond. If this is enacted in State statute, the accountability model will include one indicator for both ACT and WorkKeys. If not enacted, the default will be to calculate the WorkKeys indicator with a denominator that includes all students in the grade 12 as required by the ESSA.

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to Approve the Following Items in the NC ESSA State Plan 1) specify the denominator for WorkKeys as all students in grade 12, as required by ESSA, 2) seek a change to the school performance grades statute to allow North Carolina to merge the ACT and the WorkKeys School Quality and Student Success indicators into one indicator for the 2017-18 school year and beyond if enacted in State statute, the accountability model will include one indicator for both ACT and WorkKeys. If not enacted, the default will be to calculate the WorkKeys indicator with a denominator that includes all students in the grade 12 as required by the ESSA, as presented. (See attachment SLA 1)*

**ADJOURNMENT**

Indicating no other business, SLA Committee Chair Davis adjourned the March 2018 SLA Committee meeting.

Chairman Cobey then recognized 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 ON FIRST READING**

**HRS 1 – Consolidated Data Report: Crime and Violence, Suspension and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts**

**SBE Strategic Plan:**

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Benjamin Matthews (Chief School Operations Officer, Safe and Healthy Schools Support), Ms. Kym Martin (Executive Director, N.C. Center for Safer Schools) and Dr. Kenneth Gattis (Consultant, N.C. Center for Safer Schools)

**Discussion:**

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

**Recommendations:**

It is recommended that the State Board of Education accept the Consolidated Report as presented.

**Discussion/Comments:**

- HRS Committee Chair Ms. Tricia Willoughby noted a thorough discussion on this.
- No additional comments.

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

*Upon motion by Ms. Tricia Willoughby and seconded by Mr. Reginald Kenan, the Board voted unanimously to Accept the Consolidated Data Report: Crime and Violence, Suspension and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts, as presented. (See attachment HRS 1)*

**ADJOURNMENT**

Indicating no other business, HRS Committee Chair Tricia Willoughby adjourned the March 2018 HRS Committee meeting.



**CHAIRMAN'S CLOSING COMMENTS**

Chairman Cobey thanked Board members, advisors, and staff for their preparation and participation in this meeting. They have accomplished some important work.

Chairman Cobey noted that we have an item of new business for the Board's vote at this time. He reminded the Board that part of their work on the Strategic Plan included some edits to the Vision and Mission Statements. They have been posted online, and a copy of the revision was at their place.

Chairman Cobey asked if there was additional discussion on what was presented. If not, he asked for a motion to approve the revised Vision and Mission Statements.

*Upon motion by Mr. Eric Davis and seconded by Ms. Tricia Willoughby, the Board voted unanimously to Approve the Revised Vision and Mission Statements, as presented.*

Chairman Cobey stated that the Board would begin to see the revised vision and mission statements on our materials and websites immediately. The remainder of the strategic plan will return next month as staff is continuing to review additional measures that have been recommended for addition.

Chairman Cobey gave one last reminder - continue to read Ms. Holden's legislative newsletters for updates on legislative matters. She will resume presentations to the Board, most likely, in May as we begin to gear up for the short session.

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

*Upon motion by Dr. Olivia Oxendine and seconded by, Ms. Becky Taylor, Board members voted unanimously to adjourn the March 1, 2018, meeting of the State Board of Education.*