

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
April 4-5, 2017**

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

William Cobey, Chairman
A.L. Collins, Vice Chairman
Dan Forest, Lt. Governor
Gregory Alcorn
Amy White

Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Patricia Willoughby

Also present were:

Mark Johnson, State Superintendent
Amanda Bell, Local Board Member Advisor

Freddie Williams, Superintendent Advisor
Bobbie Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

SBE Chairman Bill Cobey called the Wednesday session of the April 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Cobey welcomed all visitors, online listeners, and Twitter followers and noted that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website.

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

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on Simbli eBoard and had been available for Board members review. He requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Gregory Alcorn, and seconded by Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for April 4 and April 5, 2017.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair of the Student Learning and Achievement Committee.

SLA Committee Chair Eric Davis called the April 2017 Student learning and Achievement Committee meeting to order.

ACTION

SLA 1 – English Language Arts Draft Standards Revision

Policy Implications: SBE#: SCOS-012

SBE Strategic Goal:

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

Objective 1.2 Graduate students prepared for post-secondary education

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

Description:

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

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

Recommendations:

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

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Marie Pitre-Martin to present this item.
- Dr. Pitre-Martin reminded the Board of the distinction between “standards” and “curriculum.” She stated that curriculum is very different from a set of content standards. Curriculum is about what teachers use to teach the NC Standard Course of Study. Standards are what we want students to know and do. Dr. Pitre-Martin stated that today’s discussion will be about the ELA standards review process. She introduced Dr. Julie Joslin to discuss the timeline and the revision update process.
- Dr. Joslin reminded the Board of the significant numbers of teachers and stakeholders who provided feedback about the standards review process with over 10,000 respondents.
- Almost 5,500 educators and stakeholders responded to the first survey, and the data was used to form Draft One. Dr. Joslin went over the timeline up-to-date of Draft Three.
- Dr. Joslin noted that Draft Two was available for public comment on January 9, 2017; there were 985 respondents and ninety-two percent were educators. This feedback from the surveys created Draft Three which is being presented today for action.
- Dr. Joslin discussed the guiding principles for the ELA standards, noting that important considerations used throughout the standards review process included: age appropriateness, research, vertical alignment, clarity and measurability.
- Dr. Joslin informed the Board that in March, an in-depth review of the revisions was provided and there were four top major changes: new format, writing process emphasized, language continuums, and reading Standard 10. The new format included a clarification in glossary, and the writing standards were expanded to amplify the complete writing process. She also reported that the language continuums were developed to cover grammar and convention, and that Reading Standard 10 now includes independent sustained reading as well as connecting experiences to text.
- She discussed the next steps for the ELA implementation components, including all stakeholders such as parents, community, LEAs, and educators. She noted that if the Board approves this month, there would be approximately a year and a half to develop standard alignment resources before implementation. She referred Board members to Attachment three for further details.
- A virtual implementation kit will be offered as a resource to support LEAs as they roll out new standards in 2018-19. Educators will create these resources and will be ready for LEAs in January 2018. LEAs are looking forward to the resources that will be delivered and have been an important part of the revision process.
- Dr. Joslin concluded that it is DPIs’ recommendation that the Board adopt these standards for 2018-19 school year.
- Dr. Oxendine asked about a particular standard that has been changed. Dr. Joslin replied that a standard was added to second grade for handwriting.
- Mr. Alcorn asked if the virtual kit would require a lot of professional development. Dr. Joslin replied that they will be working with their stakeholders, DPI staff, providing webinars, and offering face-to-face training.
- Mr. Collins asked how the State knows if the standards are career ready or rigorous? Is there a way to see a review from another pair of eyes? Mr. Collins would like to hear from people who supported our standards the last time and from those people who opposed them as to how they feel these revisions either address their concerns or cause other concerns. Dr. Joslin replied that the revisions and any type

of question that came up within the feedback were carefully researched and then applied. She also stated that once the standards went back out for review, DPI asked about developmental appropriateness and rigor, and made sure that the changes were currently aligned with current research.

- Dr. Oxendine inquired about the need for a clear definition of what is a standard. What is its intention? Dr. Joslin agreed and referred to the guiding principles that define exactly what the ELA standards intend to do. Dr. Pitre-Martin reminded the Board that last month from research she shared a very clear and brief definition of what a standard is and noted that this definition is now in the front of every section, in the Guiding Principles, and is also located in the appendix.
- Dr. Williamson commended the team for the process. He stated that standards support each other and that vertical alignment is critical. He also stated that feedback lends itself to formative feedback rather than the summative piece at the end which is a critical part. He added that the alignment is there and the standards support each other, which is important.
- Lt. Gov. Forest commented on making the standards public, and there seems to be some confusion related to understanding the standards. He stated that making sure that there is public confidence in something that has been controversial would benefit all us. Mr. Davis replied that we have had a public comment period between the second and third drafts for two months. He did agree that we do need to generate support from the public as well as from our teachers, students and parents, but the process has included public involvement and weigh-in. Ms. Willoughby also noted that the good news is that this has created a lot of public conversation about the standards, and that, hopefully, the public is more confident in understanding the difference between standards and curriculum. She also suggested attaching the letter from the NC Chamber and other organizations. Ms. Willoughby asked Superintendent Johnson if he has heard anything about the ELA standards while out on his listening tour.
- Superintendent Johnson replied that he has heard that people would like more review on these standards. He inquired about his request to allow other third parties to be part of the process of reviewing our standards. Mr. Davis replied that the standards are available to the public for anyone to review, as well as access to staff and the website for any individual to make comment on the standards. Superintendent Johnson asked if a third party has been invited to work with the DPI team to have an outsider perspective on the standards. Mr. Davis replied that this process shows that not only have they invited, but have engaged thousands of people to work with DPI on revising these standards. He added that they have been open and transparent about how to improve these standards.
- Ms. Bell asked how parent committees will be formed and when will it occur. Dr. Pitre-Martin replied that the implementation plan will occur after the standards are approved. Ms. Bell asked about the reading standard added in Grade Two. Dr. Joslin replied that cursive writing has been moved from the writing standards and is now in the foundational skills. Teachers are being required to introduce cursive writing in third grade.
- Dr. Oxendine stated that she would like to see if a group of teachers could come up with a reading list to help with the types of literature for ELA standards 9-12. Mr. Cavnar replied that as a high school English teacher, a State-mandated reading list terrifies him, noting that a State-mandated reading list would be far more political than standards. He also stated that this would take control from the classroom teacher, the local LEA, and that this would be a wrong step. He noted that it would be up to teachers to understand their own students and decide what is the most appropriate fit to achieve that goal.
- Mr. Davis asked Dr. Pitre-Martin what other inputs were given on the standards besides NC teachers and the districts. Dr. Pitre-Martin replied that this information was in the survey data and gives you a true indication of the different types of people who gave feedback. She also stated that feedback did come from LEAs, Charter Schools, Community Colleges, and the IHEs were all involved.

- Mr. Davis noted that the process of gathering this feedback that was one way that we put these standards out in the public spectrum. Teachers and parents knew about it, and it has been in the public spectrum for least two months for public comments. Mr. Davis added that he cannot assure that this would not draw further controversy, but, he could assure that this has been an open and transparent process, allowing anyone critical or supportive of these standards to weigh in.
- Superintendent Johnson stated that he made a request on March 8 to have third parties come in and help with these standards. He would like to collaborate with others. He stated that he would like to get individuals who are critical of what is happening with standards, or critical of the age inappropriate standards to come in and share with us their concerns. Superintendent Johnson stated how we can address the concerns and still have rigorous standards. He also shared that one of his goals was to stop the agency from acting in such a silo, and to begin collaborating.
- Ms. Taylor asked what third parties Superintendent Johnson was referring to. Superintendent Johnson replied that we have had a number of third parties who had offered to look at our standards. Ms. Taylor then asked what do you mean by third party? Superintendent Johnson replied, experts in the field. Superintendent Johnson replied that he is happy to have this conversation and asked to delay the vote tomorrow for further conversation. Ms. Taylor asked if these experts were educators. Superintendent Johnson replied, yes, PhDs in Education. Mr. Davis replied that any interested third-party expert in the field can access the standards and provide input and comments, and they do not need an invitation. He added that this is what this process has been all about.
- Dr. Oxendine asked what were some feedback and concerns from parents. Dr. Joslin replied that she would need to pull the feedback to give exact comments. Dr. Joslin added that their general feedback was needing clarity around the standards and what they mean. She stated that this was their first priority for resources which was to assist parents.

DISCUSSION

SLA 2 – Update to READY Accountability Annual Performance Standards Policy

Policy Implications:

SBE Strategic Goal:

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

Objective 1.1: Increase the cohort graduation rate.

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

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. Maria Pitre-Martin (Chief Academic and Digital Learning Director) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Currently eighth grade students taking NC Math 1 take both the “regular” state end-of-grade (EOG) assessment for eighth grade and the end-of-course (EOC) test for NC Math 1. Section §200.5 of the Every Student Succeeds Act of 2015 (ESSA) codifies an exemption for students enrolled in advanced

mathematics while in middle school to avoid double testing. The exemption applies only to eighth graders and only to states in which the EOC math assessment is the same assessment that the state administers to high school students. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement and participation. The regulation goes on to direct that when the students who receive the exemption are in high school, the substitute required high school assessment could be either a more advanced state assessment than the assessment taken in eighth grade or a nationally recognized high school academic assessment in mathematics.

Given that the purpose of the ESSA provision is to avoid double-testing of students taking advanced mathematics coursework, it is recommended that the ESSA middle school mathematics exemption be included in State Board of Education policy ACCT-021 and become effective with the 2017–18 school year. Additionally, it is recommended that the policy specifies that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal accountability in high school.

Recommendations:

It is recommended that the SBE include in policy ACCT-021 the ESSA middle school mathematics exception and the requirement specifying that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal reporting in high school.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard provided a draft policy with a recommendation and noted that DPI is continuing to receive input. This team is about eliminating double testing that occurs for grade eight students who are currently taking Math 1.
- Dr. Howard stated that a webinar will be provided to get input from the field and stakeholders.
- She noted some concerns from the field were the impact due to accountability.
- Dr. Howard introduced Ms. Shah-Coltrane to present some feedback from the various stakeholders in the Academically and Intellectually Gifted community.
- Ms. Shah-Coltrane reported that some of the benefits that she heard from all the stakeholders was that it does impact students in a positive way regarding the notion of double testing. It was the number one concern. Another benefit was that for these twenty-seven percent of the students who would take the higher mathematics assessment in high school, the federal accountability measure would be clearly aligned to instruction at the high school level. She also noted that moving the high school measure to a further advanced course would provide an opportunity for focused attention on a high school math course.
- Ms. Shah-Coltrane stated that some of the challenges, in addition to the issue of accountability, were the concern about omitting standards for those students who take NC Math 1 in middle school and may not receive instruction on the grade eight mathematics standards. She shared that DPI has been addressing this issue and considering how to do it effectively.
- Ms. Shah-Coltrane stated that Math 2 and 3 have been brought forward to get further feedback from the field.

DISCUSSION

SLA 3 – State Advisory Council on Indian Education Annual Report

Policy Implications:

SBE Strategic Goal:

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

Objective 1: Increase the cohort graduation rate

Goal 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 3: Every student, every day has excellent teachers

Objective 1: Develop and support high effective teachers

Objective 2: Develop and support highly effective principals

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

Objective 1: Create and maintain a safe and respectful school environment

Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Objective 4: Decrease violence and crime in schools

Presenter(s): Mrs. Alisa Hunt-Lowery (Chairperson, State Advisory Council on Indian Education), Dr. Felicia Turner (State Board Liaison, NC Department of Public Instruction), and Dr. Susan Silver (DPI Liaison)

Description:

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

The full report analyzes student achievement data from the 2013–2016 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal disparities between American Indian student performance and statewide performance. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The Council requests the State Board of Education accept the recommendations presented in the report in order to promote increased achievement among American Indian students.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Susan Silver to lead this item.
- Dr. Silver provided shared her purpose and journey surrounding the State Advisory Council on Indian Education. Dr. Silver stated that she is a product of the Indian Education programs. She thanked the Board for programs like the State Advisory Council on Indian Education.

- Dr. Silver introduced the Chairwoman of the State Advisory Council on Indian Education, Alesa Hunt-Lowery, and Dr. Felicia Turner, State Boards Liaison, State Advisory Council on Indian Education.
- Ms. Hunt-Lowery shared that there are 20,000 American Indian public school students in NC. She gave some history about the State Advisory Council on Indian Education (SACIE). She noted that the current work of the Council includes developing an asynchronous professional development module for North Carolina teachers. Ms. Hunt-Lowery added that at any time or any day, teachers can learn about American Indian culture and how to integrate it into their classrooms and curriculum.
- She shared that there is a five-year strategic plan currently being worked on that is aligned with DPI's strategic plan. She noted the American Indian Education Summit that is held every three years and provides opportunities for LEAs and DPI staff to collaborate on how to move Indian Education in North Carolina. This year's theme is "Shining the Light on the Seventh Generation – The State of Education of American Indian Students in NC."
- Ms. Hunt-Lowery noted that American Indians are more highly educated now than in any other time.
- She shared that there are eight tribes located in North Carolina. Of the eight State Board districts, seven of them have American Indian tribes or Indian organizations. She challenged the Board to become familiar with these tribes and organizations.
- Ms. Taylor asked how someone can get in touch with these tribes or organizations. Ms. Hunt-Lowery replied that the NC Commission of Indian Affairs provides contact information to the tribes.
- Dr. Turner reported various state-level findings for American Indian students versus other ethnicities. She described the EOG statistics and reported that the American Indian EOG state level increased.
- Dr. Turner also shared the state level findings for Four-Year Cohort graduation and dropout rates. At the state level, the graduation rate went up, as well as the annual dropout rate.
- She also shared that the number of students taking the Advanced Placement Test increased for the State and decreased for Native Americans. Dr. Turner noted that the state level SAT scores for Native Americans decreased.
- Ms. Silver discussed five recommendations that are aligned with the State Board of Education goals.
- Ms. Silver shared that there are eighteen Indian Education programs in the State of North Carolina.
- Dr. Oxendine asked to explain what an Indian Education program consists of. Ms. Silver stated that for any LEA, if there are more than ten American Indian students enrolled, the LEA has an opportunity to apply for a federal grant through the Office of Indian Education to receive special services. North Carolina has one of the largest Indian Education programs in the country in Robeson County.
- Superintendent Johnson commented that he recently visited Lumberton and added that Native Americans are such a big part of the culture. He added that the pride and the visibility was wonderful to see.
- Mr. Cavnar asked what is happening to cause these scores to stay consistently low. Ms. Silver replied that there are many contributing factors, noting that most tribes are in rural areas, and have many parents or grandparents with very little education who are raising the children. There are also issues with getting the best teachers in schools, as well as the issue of where are the students.

NEW BUSINESS

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

Dr. Fabrizio presented the monthly update on ESSA and noted the March 13 letter from the U.S. Secretary of Education, Ms. Betsy DeVos. In the letter, she mentioned that all states have an opportunity to use a new template issued from the U.S. Department of Education. He noted that it stated that states do not have to use the new template but must meet other requirements if they do not. Dr. Fabrizio noted that DPI will use the template that has been issued.

There will be a peer review of States plans. He talked about the Congressional Review Act (CRA). He also stated that it did get invoked and that the President signed the Joint Resolutions on March 27 that repealed the accountability and state plan regulations. Dr. Fabrizio noted that the assessment regulations are still in effect.

DPI is still working with a timeline to have the State plan submitted to the U.S. Department of Education by the September 18, 2017 deadline. There are only two deadlines that are available to the states - April 3 and September 18. Dr. Fabrizio noted that some states will have until May 3, 2017, to submit their plans. He also reminded the Board that the plans are in effect for the 2017-18 school year. Dr. Fabrizio shared that the DPI website have been updated regarding the ESSA and have included letters for Secretary DeVos and a link to the new template, and a paragraph entitled "Important Updates." Dr. Fabrizio noted that the expectation is to have updated draft plan using the new template posted prior to May SBE meeting.

Dr. Pitre-Martin discussed in detail the differences from the old ESSA template to the new version. Dr. Pitre-Martin highlighted each section beginning with Title I through Title VII, focusing on nine new critical sections that have headings that relate to title programs. Dr. Pitre-Martin briefly described each title program and the required responses for each of the sections.

Mr. Alcorn asked if the Board will have a chance to look at the states that are turning in plans by the earlier deadlines. Dr. Pitre-Martin replied, yes, and that it is part of the internal process to look at other state plans. Mr. Alcorn asked about potential federal budget cuts, and if the USED is going to ask DPI to prioritize our request. Dr. Pitre-Martin replied that the USED had not currently asked DPI to prioritize the request, but, if asked, DPI would have to do that.

Dr. Howard shared that DPI is engaged in gathering as much input on the accountability part of the ESSA state plan as possible. She noted that Accountability Services is working with our English Learners colleagues in the department and their English Learners Advisory Council. Dr. Howard shared some long-term goals and noted that DPI must report the State's choice as to whether to integrate with the ESSA accountability model. Dr. Howard noted that there was an ESSA accountability model discussion on March 29 at the Superintendents' Quarterly meeting, and shared with the NC Technical Advisors for their feedback. Dr. Howard reminded the Board on what those indicators should be and how they should be measured. She stated that the Technical Advisors reminded DPI that these models need to be valid and reliable.

Mr. Davis asked about what was shared on March 29 that contributes to the development of this plan. Dr. Howard stated that at the Superintendents' Quarterly superintendents from across the state and some accountability directors working with them, composed some possible indicators for the accountability model for ESSA. Prior to that meeting, they asked the accountability team to run some simulations of possible calculations of the draft model and indicators. Dr. Howard informed the Board that the Accountability Services staff met with small groups - two regions in each group \emptyset - \emptyset and engaged in conversations/discussions on the details of the draft model and calculations. Superintendents shared their recommendation for the indicators and the model.

Ms. Taylor asked if there is a way for them to communicate on-going, and how they can see what recommendations were being put into the plan. Dr. Howard replied yes, there is a way. Dr. Howard noted that the intention is that they continue that dialogue and exchange of information.

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

Dr. Howard stated that DPI conducted the principal survey and provided some details on the participation. She referred to the PowerPoint which displayed the raw data from the survey so that the Board may review it at their leisure. Dr. Howard shared that a DPI staff member presented at a Principal-Ready training on NC-Check-Ins.

Dr. Howard introduced Mr. Ryan McCreary, Principal of Jenkins Elementary School, Hickory, NC. Mr. McCreary shared his perspective on using NC Check-Ins. He talked about several strengths of NC Check-Ins and noted the assessments ensure appropriate pacing for all the students. Mr. McCreary also noted the opportunity for students to practice with the rigor and the format of end-of-grade questions. Another strength was the support materials from NCDPI. Mr. McCreary noted that he has attended every Principal-Ready training that has been available to him, and said that it was some of the best professional development that he has ever received. He shared many examples of sessions that were offered by attending the Principal-Ready training. Mr. McCreary also noted another strength was the access to disaggregated data for decision-making.

Mr. McCreary noted some challenges such as teachers having the opportunity to adjust to the new pacing and sequencing of lessons and time to look into support materials and determine how best to use them. He also shared that DPI has provided wonderful support materials for the teachers, both in preparation leading up to each NC Check-Ins and post materials. Mr. McCreary stated that another challenge is being able to balance re-teaching and moving forward with the curriculum. At Jenkins Elementary school, there are data walls where each student's progress is tracked, including data benchmark assessments. He noted that this creates equity for students. Mr. McCreary concluded that the NC Check-Ins have been a beneficial process for his school and have allowed the opportunity to push their most advanced learners, and that this is one of the best things that has ever happened for our students. Lt. Governor Forest thanked him for his presentation and Mr. Collins thanked Mr. McCreary and invited him to lunch to have further discussion. Mr. Collins stated that Mr. McCreary has confirmed everything that was pre-determined would happen. Dr. Howard reminded the Board that last month the Board asked her to return with questions that needed to be answered to facilitate moving forward with NC Check-Ins. The first question was if school participation in the NC Check-Ins be voluntary or required? Dr. Howard stated that their recommendation is for voluntary participation. What other grade levels/subjects should the NC Check-Ins be expanded? Dr. Howard stated that is recommended that the NC Check-Ins are expanded over two years: 2017-18,

ELA/Reading: Add Grades fifth and seventh, Mathematics: Add Grades fourth and sixth, 2018–19, ELA/Reading: Add Grades fourth and eighth, Mathematics: Add Grades third and seventh. Another question was whether the NC Check-Ins be available in an online format in addition to paper-and-pencil? The recommendation is to provide both formats. The final question was whether local benchmarks be administered in addition to NC Check-Ins? Dr. Howard noted that schools are encouraged not to administer an additional benchmark assessment in the same subject as the NC Check-In in which students are participating.

It was noted that additional comments were on Thursday. Dr. Howard added that the reason these questions are critical now is many districts and schools are interested in either continuing their participation or expanding their participation. This information is needed as schools and districts are planning for next year. She noted the need for some guidance and some understanding of what they can expect for 2017-18. Mr. Davis added that the recommendations are sound and require NC Check-Ins to stand on its merit. Mr. Alcorn stated that they look at it from a time standpoint and their feedback as far as what they got out of it. Dr. Howard replied that they will be following up on this as well. Mr. McDevitt asked if these questions have been asked of superintendents. Dr. Howard stated that we need to continue to have that dialogue and use the survey approach with teachers and principals. Dr. Williamson stated that the formative aspect of the NC Check-Ins is so positive.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Eric Davis adjourned the April 2017 SLA Committee meeting.

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

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

ACTION

EICS 1 – Approval of Restart School Applications: Bertie County Schools, Weldon City Schools, Johnston County Schools, Northampton County Schools, Iredell-Statesville Public Schools, Halifax County Schools, and Cleveland County Schools

Policy Implications:

SBE Strategic Goals:

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, District and School Transformation)

Description:

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

Bertie County Schools

1. Bertie High School

Weldon City Schools

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

Johnston County Schools

1. Cooper Elementary
2. North Johnston Middle

Northampton County Schools

1. Northampton County High

Iredell-Statesville Public Schools

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

Halifax County Schools

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

Recommendations:

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

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour stated that DPI has sixteen applications for the reform model. All sixteen applications have been read and vetted.
- No additional comments were made.

This item is submitted for Action during the April 2017 State Board of Education meeting. (See Attachment EICS 1)

ACTION

EICS 2 – Kestrel Heights Review Panel Decision

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

SBE Strategic Goal:

Goal 1: Every student has a personalized education

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

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

Kestrel Heights Charter School (KHCS) requested that the State Board of Education (SBE) provide a review panel of the decision to not renew its charter to include grades 9 -12. The review panel is comprised of SBE and CSAB members. The Department of Public Instruction (NCDPI) and KHCS will make presentations to the review panel. The review panel will convene in the SBE board meeting room on April 4, 2017, at 9:30am. The panel will hear presentations from both sides. After hearing all of the information, the review panel will deliberate and make a recommendation to the State Board of Education.

This charter school previously appeared before the Charter School Advisory Board (CSAB) at its January 11, 2017, meeting. At that meeting, the CSAB recommended the following renewal recommendation with stipulations to the State Board of Education:

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

The State Board of Education (SBE) unanimously voted during its March 2, 2017 meeting to accept the recommendation of the CSAB. The SBE's unanimous vote included a 3-year renewal for Kestrel Heights Charter School's K-8 program and placed a 3-year moratorium on Kestrel Heights Charter School offering high school.

Recommendations:

The panel recommends that the State Board of Education accept its recommendation regarding Kestrel Heights Charter School.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor stated that at the school's requests, a review panel met on April 4, 2017, to hear presentations by DPI, Kestrel Heights Board and staff.
- Ms. Taylor noted that the presentation covered circumstances that led to the State Board of Education's action last month to non-renew the high school and permit Kestrel Heights to renew its K-8 school for three years with stipulations.
- The parties have been asked to submit their proposed findings to the panel by noon today.
- Ms. Taylor stated that tomorrow, on behalf of the review panel, she will present a written recommendation to the State Board of Education about whether to modify the current plan to not renew the high school.
- No additional comments were made.

This item is presented for Action during the April 2017 State Board of Education meeting. (See Attachment EICS2)

ACTION ON FIRST READING

EICS 3 – Voluntary Relinquishment of the Charter for Twin City High School

Policy Implications:

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

Description:

On August 4, 2016, the State Board of Education voted to grant Twin City High School approval to open in Forsyth County.

On Friday, February 17, 2017, the attorney for the board of Twin City High School forwarded a letter via e-mail in which the Twin City High School board voluntarily relinquished its approved charter. The board's letter and board meeting minutes are included as an attachment.

The SBE should act to accept the voluntary surrender of the Twin City High School charter.

Recommendations:

The Office of Charter Schools recommends that the State Board accept the voluntary relinquishment of the Twin City High School charter.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado reminded the Board that Twin City High School is a dropout prevention high school that is partnered with Alternative Learning Solutions (ALS). He stated that they are currently in the Ready-to-Open (planning year) right now. ALS was their management company and has decided not to open next year and want the Twin City board to relinquish its charter.
- Mr. Collins commented on discussions he has had with them about how to help this program. He stated that there was a potential for other discussions with other community members about possibly assuming this charter. Mr. Collins noted that tomorrow, he will make a motion to the Board to delay

this action for two months to give them an opportunity to assume this. He added that if nothing happened within that 60 days, then we would not postpone it again. Ms. Taylor asked if it would go back to the CSAB or SBE. Mr. Collins replied that within the 60-day process, they would have to formally do some procedure to either assume or something that CSAB would have to review and approve and send back to the State Board of Education.

- Ms. Taylor noted that the Board will consider the suggestion on Thursday which would involve tabling this item for a period of one to two months.

ACTION ON FIRST READING

EICS 4 – Recommendation Regarding Assumption of Community Charter School

Policy Implications:

SBE Strategic Goals:

Goal 1: Every student has a personalized education

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

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

Description:

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

Consistent with G.S.115C-218 and SBE Policy CHTR-007, the following charter school requested renewal of their charter that will expire June 30, 2016:

- Community Charter School

As part of the renewal process, the Office of Charter Schools (OCS) compiles a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms, a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. OCS presented renewal information to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring Community Charter School in for an interview in order to gain a better understanding of the school's situation. On November 16, 2016, the CSAB interviewed Community Charter School. The interview, board discussion, and data review of enrollment, finances, and academic performance, resulted in an "Assumption" recommendation to the State Board of Education from the CSAB for Community Charter School. The SBE accepted and approved the CSAB assumption recommendation on December 1, 2016.

On March 16, 23, & 24, 2017, the CSAB reviewed information regarding any established school or new entity seeking to assume Community Charter School. While two (2) groups initially submitted applications, one group withdrew from consideration after its proposed board of directors and leaders

experienced difficulties securing a facility in the community. The remaining group proposing to assume Community Charter School was:

- Northside Community Outreach, Inc. partnering with Global Education Partners, LLC (*a proposed new EMO*)

After evaluating the proposed board of directors of Northside Community Outreach, Inc. and its capacity to effectively operate a quality charter school, the CSAB unanimously recommended no assumption for Community Charter School; thus, resulting in the charter term expiring June 30, 2017. The Office of Charter Schools will follow its standard close out procedures to help the school close successfully should the SBE accept the recommendation of the CSAB.

Recommendations:

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

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Steven Walker to lead this item.
- Mr. Eric Davis recused himself from this item.
- Mr. Walker reminded the Board that in December 2017, the Board approved the CSAB's recommendation to put Community Charter School out for assumption.
- Mr. Walker noted that an RFP was issued for bids and received two bids, one was from Community School of Davidson and the other was Northside Community Outreach, Inc.
- Mr. Walker stated that, unfortunately, Community Charter of Davidson had to withdraw its application because it was unsuccessful in negotiating with Mecklenburg County Schools to have the school remain at the same location. This meant that they would not be considered for assumption.
- He shared that they interviewed the Northside Community Outreach, Inc. with a committee of the CSAB and were impressed by the proposed new EMO which is Global Education Partners; they were not impressed with the Board of Northside Community Outreach, Inc. with their ability to run a charter school. He noted that they were not confident in that Board of Directors, and, therefore, have recommended to the State Board of Education that there be no assumption of the school. Mr. Walker stated that the school will go through the normal closure process.
- He also shared that there are only eleven students that have not found other charter schools or schools, and they will be working with them to help those students get into schools.
- No additional comments were made.

This item is presented for Action on First Reading during the April 2017 State Board of Education meeting. (See Attachment EICS4)

DISCUSSION

EICS 5 – Restart School Applications: Gaston County Schools, Kannapolis City Schools, and Edgecombe County Schools

Policy Implications:

SBE Strategic Goals:

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, District and School Transformation)

Description:

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

Applications Submitted for Approval: 10 Applications for the Restart Model are being submitted for discussion. The following list includes the name of the school district and school.

Gaston County Schools

1. Bessemer City Central Elementary School
2. Hunter Huss High School
3. Sadler Elementary
4. Sherwood Elementary School
5. Southwest Middle School
6. Woodhill Elementary School

Kannapolis City Schools

1. Kannapolis Middle Schools
2. A.L. Brown High School

Edgecombe County Public Schools

1. North Edgecombe County High School
2. Phillips Middle School

Charlotte Mecklenberg Schools

1. Allenbrook Elementary School
2. Ashley Park School
3. Billingsville Elementary
4. Druid Hills Academy
5. Greenway Park Elementary School
6. Huntingtowne Farms Elementary School
7. Newell Elementary School
8. Reid Park Academy
9. Sedgefield Elementary School
10. Stony Creek Elementary School
11. Sterling Elementary School
12. Tuckaseegee Elementary School
13. Walter Byers School

Pitt County Schools

1. Falkland Elementary School
2. Northwest Elementary School

Elizabeth City Pasquotank Schools

1. Pasquotank Elementary School
2. River Road Middle School
3. P.W. Moore Elementary School (Transformation)
4. Elizabeth City Middle School (Transformation)

Recommendations:

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

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour stated that DPI has a total of twenty-nine applications that are being read currently.
- She noted that twenty-seven of the twenty-nine are requesting restart and there are two additional from Elizabeth City Pasquotank that are the first transformation requests.
- Dr. Barbour shared that DPI has passed fifty applications with the total number of applications.
- Chairman Cobey commented that this is one of the most encouraging movements that he has seen since joining this Board and thanked Dr. Barbour for her leadership.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment EICS 5)

DISCUSSION

EICS 6 – Nominations to the North Carolina Virtual Public School Advisory Council

Policy Implications:

SBE Strategic Goal:

Goal: Every student has a personalized education

Objective 2.2 Increase the number of teachers and students using online tools

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

SBE Policy outlines the North Carolina Virtual Public Advisory Council membership requirements and allow nominations by the NCVPS Advisory Council to nominate its new members. The resignation of a council member has created a vacancy. The nomination for one new member to fill the vacancy is presented to the State Board of Education for consideration.

The complete listing of the Advisory Council membership is attached. The resumes for the individual being nominated for the first time is attached for SBE review.

Recommendations:

The State Board of Education is asked to discuss the nomination of a replacement member to fill the vacancy caused by the resignation of council member.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Eliz Colbert to lead this item.
- Dr. Colbert reminded the Board that over a year ago the NCVPS Advisory Council became an official Advisory Council to the State Board of Education and during that process the membership was defined. She noted that the Council nominates its own members and the Board votes to approve or not to approve.
- Dr. Colbert noted a vacancy in Region Two; Wend Kraft from New Hanover County was serving in that role and is now a member of NCVPS full-time staff.
- Dr. Colbert shared that the Council put forth Dr. Mary Keel, Principal, Bridges Alternative School in Carteret County. Dr. Keel and Bridges Alternative School is piloting a program with NCVPS to improve outcomes in Math 1.
- Dr. Colbert stated that her resume and the Council membership is located on eBoard for review.
- Dr. Colbert is asking that the Board consider Dr. Mary Keel for the vacancy in Region Two.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment EICS 6)

NEW BUSINESS

- **Cooperative Innovative High School Student and School Showcase**
 - ❖ **Ms. Sneha Shah-Coltrane (Division of Advanced Learning and Gifted Education)**

Ms. Shah-Coltrane noted that for the first-time the Cooperative Innovative High Schools report to the NC General Assembly included anecdotal stories of success from CIHS across North Carolina, and this showcase would highlight two of these stories as representatives of the innovative and meaningful work occurring at CIHS/Early Colleges. Ms. Shah-Coltrane introduced two schools that represent beacons of innovation, Challenger Early College High School, in Catawba County Schools, and in Craven Early College High School, Craven County Schools.

Dr. Heather Benfield, Principal, Challenger Early College High School, shared that this program has a four-year graduation rate of 100%. She also shared statistics on demographics and growth rate on Challenger Early College High School. Dr. Benfield discussed three areas of success that support their results. She talked about the literacy and numeracy focus, the mastery-based grading system which is in a standard space environment, and a support system for career and college readiness. Dr. Benfield introduced Bianca Lopez, a student currently attending Challenger Early College High School shared her experiences about the Early College program.

Ms. Lopez is a senior at Challenger Early College High School and will be graduating this May with a high school diploma and an Associates in Science Degree. She received the Golden Door scholarship and will be attending Salem College this fall. Ms. Lopez described the importance of this program and how the skills and support made all the difference in her pursuing a higher education (as she is the first in her family to graduate). Ms. Lopez shared that, prior to this program, her dreams for college were non-existent. She found this CIHS opportunity to receive two years of college free, and she realized she had to take that chance. Ms. Lopez described how unprepared she was for the amount of effort needed to succeed. She shared that at Challenger Early College High School, she worked harder than she expected she would ever have to in order to reach mastery. Ms. Lopez shared that the “mastery” meant so much more than an “A.” She noted that it meant that she has learned and retained the material over the semester, and not just memorized for a test. Ms. Lopez also shared that the course entitled Global Impact had been one of the most important classes that she had taken. This class helped prepare her to be a better high school and college student, as well as prepared her for life.

Mr. Todd Bradley, Principal, Craven Early College High School, Craven County Schools, shared their success story. He noted the wonderful partnership with Craven Community College which had been most helpful. Mr. Bradley highlighted some areas of success from some of his students. He asked the students, “What has been most helpful to you?” One student replied, he likes how the teachers are always willing to help. He talked about the integration of subjects, virtual planning, and blending courses. Mr. Bradley mentioned that Craven Early College had collaborated with many partners to help the students and teachers grow in the digital teaching and learning environment to help support those standards.

Ms. McKenzie Patak is a graduating senior at Craven Early College High School and will be graduating this fall and attending UNC-Asheville with a high school diploma, and with both an Associates in Arts, and an Associates in Science Degree. Ms. Patak shared her personal story and journey about school and life. She described how she considered herself to be an invisible student in the traditional school. Ms. Patak shared that initially this program was not her choice, but that her mother signed her up, and that it was the best thing that her mom had ever talked Ms. Patak into. Ms. Patak talked about her first

experience with a small intimate learning environment where she was forced to think about the world in new and exciting ideas. Ms. Patak also shared that she has always been challenged with the statement “never stop asking questions.” This is something that she learned from Craven Early College. She shared that her instructors put so much effort into her, that she has become the person that she is today. Ms. Patak also shared that she struggled with stuttering, and feared speaking out; however, throughout her experience at Craven Early College, she found her voice and herself. Ms. Patak stated that she was not another statistic or number, and would like to see many other students get this opportunity.

NEW BUSINESS

- **NCVPS Update: FLEX Learning/Non-Public Program and Enrollment**
 - ❖ **Dr. Eliz Colbert (Executive Director, NCVPS)**

Dr. Colbert reported on two ways that NCVPS is partnering with the public, private, charter, and home schools. She described a pilot program called NCVPS Flex Learning. This program has allowed flexibility in the time barrier that governs schooling. Students can pick up a course through NCVPS in partnership with their public, private, charter, or home school and start anytime and work up to two semesters in a self-paced model with a teacher for full-course credit. She noted that this is an alternate path to learning and is not a solution for every student, but is a valuable solution to many students. Dr. Colbert shared some specific cases in targeted student populations. She also discussed some actual scenarios of students in the program, such as, students with illnesses, transfer students, etc. She noted that the program has grown from last year at 200 students to over 600 students enrolled.

Dr. Colbert talked about the non-public student enrollment. She explained the why, who, what and where of the non-public student enrollment program. She reminded the Board that there General Statute established a tuition model for non-public students. She pointed this out due to a myth that NCVPS is free to public school students. She noted that while the student does not pay, there is a cost associated to the school. If you are a non-public school student, there is still a fee to pay teachers and for infrastructure. She shared that NCVPS students represent forty-six counties through the non-public program and referenced the enrollment numbers from in her presentation. Dr. Colbert concluded that NCVPS is growing, as well as the Flex Learning Program. Dr. Oxendine asked for clarity that students are charged a fee. Dr. Colbert replied that the ADM Funding Model that works similar to how schools are funded for a teacher. Dr. Colbert stated that public school students do not pay; the school absorbs that cost through the funding formula. She also stated that private schools may absorb the costs or they may ask families to pay for it; home school student families have to pay the fee.

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

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

ACTION

HRS 1 – School-Based Mental Health Initiative Policy

Policy Implications:

SBE Strategic Plan:

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

Objective 5.2 Promote healthy, active lifestyles for students.

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

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

Description:

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

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

Recommendations:

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

Discussion/Comments:

- HRS Committee Chair Tricia Willoughby reminded the Board that this item was discussed last month and received a lot of feedback and input. Ms. Willoughby recognized Mr. Hussey to highlight some of the training changes.
- Mr. Hussey reported that there are some changes on how and what DPI will do to provide the training. He noted that following up to Mr. Collins feedback last month regarding training, was adjusted and the initial training will be face-to-face. After that, DPI will work with them to provide training materials and virtual trainings, and smaller sessions of time away from the classroom.

- He noted that that they have removed employees in the policy language who were not connected to children, but was specific to employees who work and have access to children.
- Mr. Hussey reminded the Board that the letter from the School Boards Association agreed with the language and noted other issues of concern. Mr. Hussey met with SBA and Rep. Murphy to talk about one aspect of that, which was to integrate programs that may come and be dictated by legislation, and certain aspects of what must be in place would fit immediately into the planning process.
- Mr. Hussey mentioned the Medicaid funds and noted that he and Superintendent Johnson have talked about this concern considering what was going on in Washington, DC.
- DPI received lots of positive feedback and support from community agencies and schools, and some superintendents.
- Ms. Willoughby stated for clarity that DPI did not ask for this policy to be a part of any legislation, but that this was something that Rep. Murphy picked up on as part of the Suicide Prevention program.
- Mr. Collins asked if this is Federal Pass-Through money. Mr. Hussey replied, yes. Mr. Collins stated a concern about this policy at the local level – what kind of impact is it going to have on that local level? Mr. Collins asked Mr. Williamson to share his understanding of the impact that this policy has on your district and others across the state. Mr. Williamson replied that the conversation around the mental health issues that standard practice of events, intervention and treatment is critical because at a lot of the schools, we are at the treatment level now. He noted that it was critical to expand this opportunity, and that it is a good policy. Mr. Collins asked if it was a burden to implement. Mr. Williamson replied, no and that they see it as an extension of the NC Whole Child.
- Ms. White noted that the funding for training has been a hot button especially in the charter school community. She then asked how the dollars would be used for training.
- Mr. Hussey replied that through flexibility of the policy itself, it would give a broader sense of how we were doing. He also stated that DPI will create a position, where the primary focus will be to create an implementation plan, that will address all the training concerns.

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

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

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

DISCUSSION

ES&P 1 – Meeting the Needs of North Carolina Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation

Policy Implications:

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

The NC State University and the UNC Chapel Hill colleges of education collaborated to create a high quality, research-based lateral entry teacher preparation program. This is an innovative, accelerated, online preparation program for lateral entry teachers in mathematics, science, English/language arts, social studies, and special education. This program is intended to meet employment and preparation needs of LEAs while bolstering teacher production. Faculty expertise in teacher education, online/distance education and existing competency-based models, including the work of the Friday Institute for Educational Innovation in online learning will be leveraged. Effectiveness of the program will be determined through several performance metrics including edTPA scores of completers, teacher performance data supplied by NC DPI, and teacher retention.

Recommendations:

It is recommended that the State Board of Education approve the collaborative program Meeting the Needs of North Carolina Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead the discussion of this item.
- Dr. Sioberg stated that NC State and UNC-Chapel Hill are seeking approval from the Board for an innovative lateral entry teacher preparation program. This request was a reaction to recruiting qualified teachers to fill classrooms. This program will help teacher shortages and lower teacher attrition rates with this on-line lateral entry program.
- He reported that of the 4,300 lateral entry teachers in North Carolina, 850 were located in the NCSU and UNC-CH service area.
- Dr. Sioberg talked about the program goal to develop high quality, research-based teacher preparation programs specifically designed for the needs of lateral entry teachers. This will be provided using an

on-line platform. He stated that with Board approval, this program would begin in August 2017, with no more than fifty participants in a pilot for this year, targeting Regions 1 and 3 LEAs. Dr. Sioberg also stated that the majority of the funding will come from the UNC-General Administration, and some in-kind support through the use of faculty at both NCSU and UNC-CH.

- He discussed some program features, which was to provide support to lateral entry in the 6-12 content areas, leveraging doctoral students with extensive classroom experience to support and coach.
- Dr. Sioberg talked about the outcome measures that will provide a high degree of clarity of the program's effectiveness. He referenced the list of outcomes in his presentation and noted that the edTPA results will be the first lateral entry program that will leverage the edTPA pedagogy assessment for lateral entry which will add an additional level of rigor.
- Chairman Cobey about the status of the undergraduate education program at UNC-CH. Dr. Sioberg replied that he will research that information. Chairman Cobey commented that some of these on-line programs are highly profitable. Chairman Cobey asked if the pilot is successful with fifty students, what type of ramp up would they like to see. Dr. Sioberg, replied that their projection was to have fifty in the first year, and up to 500 students five years out, while maintaining the cost to comparable programs. Dr. Sioberg noted that he would follow-up on profitability moving forward.
- Mr. Alcorn asked if there are other states offering this type of program. Dr. Sioberg, replied he is not sure, but added that it is an innovative program within the state.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 1)

DISCUSSION

ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education Policy Implications:

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-

performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead the discussion of this item.
- Dr. Sioberg stated that from now through July, IHEs will be submitting all education programs for evaluation and review for approvals from the State Board of Education. He noted that they are developing a process with a level of accountability with plans to convert from a blue print to an on-line process for future reviewing.
- Dr. Sioberg stated that there are 1200 approvals – 1150 are existing programs that have already been approved. He also stated that this process will occur twice a year and that they have been training reviewers for this process in the field. Dr. Sioberg shared that the expectations are that each program will try to meet all of the expectations that the State Board of Education has.
- Chairman Cobey asked if the Board has ever not approved any programs. Dr. Sioberg replied there are occasions when some programs may need more scrutiny, in which the reviewer may need information about something, and then it is returned to the proposer for adjustments based on feedback from the reviewer. Chairman Cobey asked if the Board of Governors provides its own review of these programs, and if there measurements were in place. Dr. Sioberg, replied, no that the Board of Governors is not involved in this process. He replied that included in the proposal is what evidence do you have in place. There is a series of evidences and questions already in place.
- Chairman Cobey then asked if the Board of Governors becomes involved when they are approved a degree program. Dr. Sioberg responded that each institution has its own level of rigor, checks and balances even before that proposal gets to DPI. Dr. Sioberg stated that the process has been vetted prior to getting to DPI as well as at the Trustees level prior to coming to DPI.
- Dr. Oxendine stated that she would like some feedback from the reviewers, a sampling of strengths and weaknesses that go back to the institutions. She also stated that it is time to look at evidences and how we are monitoring evidences.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 1)

DISCUSSION

ES&P 3 – Alternative Growth Measures for Career and Technical Education Teachers

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

Presenters: Dr. Marie Pitre-Martin, Chief Academic and Digital Learning Officer, Academic and Digital Learning; Mrs. Jo Anne Honeycutt, Director, Career and Technical Education Division; Dr. Thomas Tomberlin, Director, District Human Resources

Description:

Student growth is an important component of the teacher evaluation process for all teachers. Many Career and Technical Education (CTE) teachers receive effectiveness ratings based on student performance on CTE State post-assessments and the State's value-added model. However, there continue to be groups of teachers who are not included in the value-added model because of the particular courses they teach. Some do not have enough enrollment to be included in the model, and some courses have low predictability measures which prevent predictive modeling. Districts have the option to ask the SBE to approve a local assessment for these teachers, but many have requested an alternative that focuses on student work.

CTE has worked with the Educator Effectiveness Division to develop an Alternative Growth Measure process that LEAs can utilize to gather data for teachers who do not receive growth data from the value-added model. This proposed State process mirrors many of the elements that exist in the Analysis of Student Work process with two key exceptions: the interface with True North Logic (TNL) for online collection of artifacts is not required, and districts have several options to collect and review artifacts.

The Alternative Growth Measure process requires completion of an intent form that describes the collection of data and the review process. Principals will be responsible for validating the courses, standards, and students to be included in the review process. Districts may develop regional consortia of teachers, principals, or CTE directors to review artifacts; or they may choose to engage business partners in the review of artifacts to determine growth. Data from the reviews will be submitted to DPI for approval. Districts that require additional flexibility may apply for additional flexibility from this State-approved Alternative Growth Measure process by indicating the elements for which they require flexibility and submitting the request to the State Board of Education for approval.

If approved, the Alternative Growth Measure process could be used in 2017-18. CTE, in collaboration with Educator Effectiveness, is prepared to provide communication and training to teachers and administrators this summer and early fall to prepare them for implementation this Fall, including webinars and face-to-face trainings. We are also developing technical assistance documents that will be available by fall.

Recommendation:

It is recommended that the State Board of Education consider the proposal for Alternative Growth Measures for CTE teachers.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. JoAnne Honeycutt to lead the discussion of this item.
- Ms. Honeycutt provided some feedback information on high school status. She discussed last year's teacher effectiveness measures for all CTE teacher's data. Seventy-one percent of the courses are in the value-added model. She noted that many teachers are receiving some data, but some teachers are not receiving any data at the high school level. Ms. Honeycutt shared some reasons why they may not be included in the value-added models for example, many of these courses have low enrollments, there are not enough teachers in some cases, and field test and pilot data are not included.
- She noted that for the middle school's status, to date, teachers have not received any school data. Part of the reason was due to the nature of the middle school CTE. When the middle school program was started, we did not have operational middle school assessments, had very short-term courses, and had a huge variation on how the middle school courses were implemented.

- Ms. Honeycutt shared some alternative growth measures and created a draft plan with three choices. They researched and surveyed the PLTW high school teachers, and the survey results were about one-third responded in each category. There was no preference according to the results.
- Ms. Honeycutt presented a proposed alternative growth measure to determine the best process for gathering growth data. She noted that it was similar to the structure of the ASW process. Ms. Honeycutt stated that this was just another choice.
- Ms. Honeycutt stated that CTE deviated in two places. One was that they have not required that school systems use the same on-line repository for the artifacts. Schools can choose how they want to collect those artifacts for reviewers. Secondly, the place that they deviated was around reviewers and how they would go about reviewing artifacts. She described the raters and rating process.
- Ms. Honeycutt also shared the implementation timeline with proposed implementation in August 2017. She noted that the implementation plan would include communication with stakeholders, professional development, technical assistance and evaluation.
- Mr. Davis asked if there was a forecast for growth. Ms. Honeycutt replied referencing the typing example, where the teachers would have to create some norms and take some average growth of the artifacts, and then ask did my student or work sample meet or exceed.
- Mr. Collins asked if there was any place for mastery for CTE. Ms. Honeycutt, responded yes, in both performance and high school post assessments.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 1)

NEW BUSINESS

- ❖ **Analysis of Student Work (ASW) Process and Data Analysis Update**
 - ❖ **Dr. Thomas Tomberlin (Director of Educator Human Capital Policy and Research)**
 - ❖ **Ms. Jennifer DeNeal (Program Manager)**

Dr. Tomberlin followed Ms. Honeycutt's presentation with a conversation that the topic being discussed was performance-based assessment. He highlighted the trade-offs for something like EVAAS growth and what we would have with performance-based assessment. He noted that it is a little more subjective, and more time intensive, with the potential for yielding really good feedback for growth and improvement is greater than we see with EVAAS. Dr. Tomberlin stated that a qualitative review of the teacher's performance is need to understand what is causing that number. He also noted that performance-based assessment lends itself more to that review. Dr. Tomberlin presented clarity of the pros and cons of each solution and how these results are viewed like ASW, and what is being proposed for CTE in terms of teacher effectiveness. Dr. Tomberlin introduced Ms. Jennifer DeNeal to present this item.

Ms. DeNeal presented the current state of the Analysis of Student Work (ASW) process. She gave an overview of ASW noting that it is the Student Growth measure for teachers in Advanced Placement, Arts Education, Healthful Living, International Baccalaureate, and World Languages. Ms. DeNeal also shared that growth was based on student work submitted by teachers and rated by content experts in a blind review process. The content experts are teachers or former teachers in the state of NC. To be a reviewer,

one must have had at a least five years of experience in the classroom teaching the subject that they wish to review, and must have a current NC Teaching License.

Ms. DeNeal stated that in an evidence collection, teachers choose five learning objectives, and they collect artifacts of work throughout the academic year. Each collection is reviewed by a minimum of two content experts. If the final ratings differ, the collection is seen by a third reviewer to determine the overall rating.

Ms. DeNeal shared a video example where teachers provided narrative content. The example was from a music class of first graders whose objective was to interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests, and beamed eighth notes. She shared evidence points, with supporting documentation points, and narrative context points. As the video played, Board members attempted to interpret the rhythm using the supporting documentation. Ms. DeNeal noted that key questions were given to the teachers. An example is question #1 - How does this artifact show where the individual student or whole class is in relation to the chosen objective? Ms. DeNeal shared the response from the teacher. "The first point in time for this artifact occurred after students had been given initial instructions for interpreting quarter note, quarter rest, and eighth note icons. I observed the students interpreting a rhythm they saw on the board by playing it with rhythm sticks. There was inconsistency among the students as I observed".

She also discussed the benefits of ASW. Ms. DeNeal stated that anecdotal feedback from teachers indicates that the NC Standard Course of Study content is now being implemented across the state more effectively, more completely and with a greater understanding of how to help reflect on and describe student growth in the content area.

Ms. DeNeal shared some results with the ASW process of the distribution of 2015-16 ASW ratings excluding collections that were disqualified. She stated that nearly seventy percent of teachers who successfully participated in the process met or exceeded expected growth. She also provided the definition of disqualified and noted that evidence collections may be "Disqualified" for two specific reasons: 1. The teacher did not choose objectives according to the appropriate Strands and Standards Guidance for the content area, and/or 2. The teacher duplicated one or more objectives and did not choose five unique objectives. She added that guidance is located on the wikispace. Ms. DeNeal referenced an attachment on eBoard for ASW resources and training materials. Ms. DeNeal also shared the teacher performance data including teachers who were disqualified and provided the ASW ratings for 2015-16.

She also noted that teachers receive reviewer feedback that is designed to help teachers improve, point out possible issues with submissions, and provide feedback related to student growth or the teacher's analysis of growth. Feedback comments help LEAs identify opportunities for teacher improvement on the process. She also talked about policy considerations and noted that nineteen LEAs had disqualification rates greater than or equal to 50%. She raised the question of what appropriate policy for multiple disqualifications should be. Ms. DeNeal shared that the SBE does allow for local flexibility from the state ASW process. Districts are allowed to create their own versions of the Analysis of Student Work process per a set of guidelines that the Board released last year.

Ms. DeNeal presented the 2017-18 local flexibility requests timeline. LEAs who would like to create their own plan submit those to the Department by June 16, 2017, for the Board to discuss in July and return for action in August. She added that July 14, 2017, would be the deadline for LEAs and Charters to adopt a

plan that the Board have already approved. Per SBE guidance, LEA adoption of an existing plan does not require SBE approval.

Chairman Cobey asked if we are getting results from LEAs that are running their own program. Ms. DeNeal replied that those results are due to DPI by the middle of June and are not included in this presentation. Chairman Cobey asked who is paying the reviewers. Ms. DeNeal answered that they are State funds allocated from the Accountability budget totaling approximately \$300,000.

Mr. Bobbie Cavnar asked if there was any way to compare local plan data with standard ASW data, and what was the consistency across the two ideas. Ms. DeNeal replied that the reporting was very similar for districts that have created their own plan and the state ASW process. She noted that NCDPI has sent districts a reporting template to be able to compare local districts and the state level. Dr. Oxendine added that it would be helpful to see an example of a locally developed ASW model.

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the April 2017 ES&P Committee meeting.

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

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

DISCUSSION

MOVED TO ACTION ON FIRST READING

BSOP 1 – Career and Technical Education (CTE) Incentive Grants for CTE Programs

Policy Implications:

SBE Strategic Plan:

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

Objective 1.3: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mrs. Jo Anne Honeycutt (Director, Career and Technical Education Division)

Description:

The Perkins Act permits states to use federal funds to reward positive outcomes in CTE and also allows the State Education Agency (SEA) to offer additional grants to sub-recipients that are (i) rural or (ii) demonstrate high numbers or high percentages in CTE programs. The Department of Public Instruction (DPI) has encouraged and supported the development of Career Pathways for several years, and now it seems appropriate to begin to evaluate and reward those systems that are achieving positive outcomes as a result of their pathway implementation.

The attached RFP was developed in collaboration with the NC Community College System Office and sets forth the application requirements and selection criteria for these awards. DPI will distribute up to \$1,300,000 for these grants with individual awards, not to exceed \$50,000 per recipient. The Community College System will use the same evaluation criteria to fund \$600,000 for colleges that are pathway partners. Recipients may use these funds for a number of categories such as equipment, staffing, and professional development, as long as the strategy is directly aligned to the pathway. Funds must be reinvested in the CTE pathway.

Once approved by this Board, DPI will release the RFP to CTE staff and will provide a webinar and question/answer session to assist in completion. Applications will be returned no later than June so funds can be awarded no later than August. Funds must be expended by recipients prior to June 30, 2018.

Recommendations:

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

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Ms. JoAnne Honeycutt to present this item.
- Ms. Honeycutt reminded the Board of an update to the career readiness initiative in February. She noted that one of the areas of discussion was around how DPI might incentivize the outcomes of career pathways. Ms. Honeycutt noted that this grant is a competitive process that would allow local school districts to receive incentive funds for doing pathways well.
- She stated that this RFP has been put together in collaboration with the community colleges because they are key partners in creating career pathways. She also noted that they will use the federal Perkins Reserve funds up to \$1.2 million, and the community colleges will put in another \$600,000.
- Grants will be awarded to LEAs up to \$50,000 for the purpose of continuing to enhance their pathways. Equipment, professional development, stipends for teachers to do externships, and student field trips would be available. She noted that there was a proposed timeline in the RFP and would like to get to the field as soon as possible.
- These grants supplement, not supplant, existing programs.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

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

DISCUSSION

MOVED TO ACTION ON FIRST READING

BSOP 2 – Plant Operation Service Report

Policy Implications:

SBE Strategic Plan:

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

Objective 5.1 Create and maintain a safe and respectful school environment

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Deputy Chief Financial Officer for Operations, Safe and Healthy Schools Support Division), and Mr. Kim Lawson (Section Chief, Plant Operation)

Description:

The Department of Public Instruction (DPI) shall report to the Joint Legislative Education Oversight Committee (JLEOC) by April 15 of each year on the effectiveness of the program in accomplishing its purpose and on any other information requested by the Committee. This is a statutorial outline of the Accomplishments of Plant Operation during FY 2015-2016.

Recommendations:

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

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Dr. Ben Mathews and Mr. Ken Lawson to present this item.
- Dr. Mathews provided an overview of the engineering report that goes to the General Assembly and the State Board of Education annually. The report is an update on the engineering projects provided to keep our public schools safe and healthy.
- Mr. Alcorn asked Mr. Lawson to share with the Board positive testimonies from the field.
- Superintendent Johnson thanked them for the great work that they are doing for the DPI. He shared how the engineers from DPI are an example of a crucial support for our rural districts.
- Mr. McDevitt asked if natural disasters are embedded here in the plan. Dr. Mathews responded yes. It is a three-fold effort at DPI with plant operation, school planning, and the insurance group.
- Chairman Cobey asked to move this item to Action on First Reading, with no objections.
- No additional comments were made.

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

DISCUSSION**BSOP 3 – 21st Century Community Learning Centers Grant Allotment Policy****Policy Implications:****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): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

The 21st Century Community Learning Centers (CCLC) grant program provides funds to eligible entities through a competitive process to establish or expand community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The purpose of the program is to help students meet State and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

It is recommended that the Allotment Policy Manual be revised to reflect requirements under Every Student Succeeds Act (ESSA) and offer three-year grants to approved organizations. The change would reduce burden for sub-recipients and allow the State to offer grant competitions more frequently in order to make the funds available to underserved areas of the state.

Recommendations:

It is recommended that the SBE discuss these revisions.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Ms. Donna Brown to present this item.
- Ms. Brown presented to the Board for consideration revisions to the allotment policy for the 21st Century Learning Centers program.
- She reminded the Board that this is federal grant that comes through formula to states that in turn make grants available to a large variety of public and private entities through a competitive process.
- Ms. Brown discussed two key changes. The change in the purpose section reflects technical changes to align the allotment policy language to the descriptions under ESSA. The second proposed revision includes one to make the period of availability change from four years to three years, and instead of reducing funds in the third and fourth year by twenty and forty percent respectively, DPI is proposing to provide the full funding availability for all of those three years. She noted that the recommendation was three, because the federal law requires the state to do no less than three and no more than five. Ms. Brown added that they are proposing to fully fund the grant for the full three years.
- Ms. Amy White gave a testimony about the effectiveness of a 21st Century Learning Center that has made a huge difference in the community.
- No additional comments were made.

This item is presented for Discussion during the April 2017 State Board of Education meeting. (See Attachment BSOP 3)

DISCUSSION

BSOP 4 – Joint Legislative Education Oversight Report: School Business System Modernization Plan

Policy Implications:

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) and Mr. Phil Emer (Director of Technology Planning and Policy, The Friday Institute for Educational Innovation)

Description:

In accordance with the 2016-2017 Chronological Schedule, the State Board of Education (SBE) shall report to the Joint Legislative Education Oversight Committee (JLEOC) on the plan for modernization of the systems used by the Financial and Business Services Area by May 15, 2017.

The NC Department of Public Instruction in collaboration with the Friday Institute, local education agencies (LEAs), and charter schools shall issue a RFP for implementation of the plan by October 1, 2017.

Recommendations:

It is recommended that the SBE discuss the report.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Mr. Adam Levinson to present this item.
- Mr. Levinson highlighted a plan that will be coming to the Board in May and noted that this information has been produced by a team from the Friday Institute, DPI Finance School Business, Licensure, IT, and the local school finance and human resources operations across the state. Modernization of school business systems is long overdue. Mr. Levinson noted that it is a big expensive, complicated project and must happen.
- Mr. Levinson stated that the S.L. 2016-94 directs the State Board of Education to collaborate with the Friday Institute to do this work, and, specifically, to develop a plan to be submitted to Joint Legislative Education Oversight by May 15, 2017. An RFP will be issued for implementation of the plan on October 1, 2017.
- Mr. Levinson stated that the school business system modernization shall include modernization of the systems used for student information management, financial and payroll information, human resources information, and capital and repairs and renovations planning information.
- The plan shall include the scope of work necessary to procure and transition the systems, an estimate of the costs of modernization of the systems, and a timeline for implementation.
- There are currently many inefficiencies across our systems. The more the State can automate, the more efficient those systems can be, and the more accurate the data is likely to be.
- He discussed specifically some of the key players and the groups contributing expertise to this work. Mr. Levinson walked through the scope of work, noting the key elements such as Enterprise Resource Planning (ERP) systems, Licensure (which was a very key element of this both at the local and state level) and reporting. A key tenet of modernization was the integration of human resources and payroll. He also mentioned finance systems and how those need to be connected.
- Mr. Levinson also talked about the current statewide Student Information System (SIS) and the fact that it is the most modern on the market and has been stabilized. This system is not targeted for change as part of the business system modernization work, but must be considered by any vendor as a key system with which other products must integrate.
- Mr. Levinson shared an estimated budget and timeline. He stated that transitioning to a modern ERP statewide could be a six-to eight-year program. A high-end cloud-based ERP system scaled to all 115 NC LEAs could cost upwards of \$250 million in one-time implementation costs and \$22 million in annual subscription fees. He also noted the detailed planning and RFP development from May to September 2017 would cost ~\$250,000.
- Chairman Cobey indicated that he supports this, but that it is daunting, and would like for DPI to take its time and be careful. Mr. Davis asked do if we intend to own or buy. Mr. Levinson stated that this decision will be evaluated and determined later, once specific requirements are identified. Mr. Michael Nicolaides stated that it would probably be in the cloud. Mr. Davis asked if every LEA and Charter school will be on this system. Mr. Levinson replied that yes, every district would be expected to have a certain capability and functionality, if not a particular set of technology tools. While every charter school would be required to provide certain data to the state, each school would have flexibility in determining which tools it used.

This item is presented for Discussion during the April 2017 State Board of Education meeting. (See Attachment BSOP 4)

ADJOURNMENT

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

RECONVENE IN OPEN SESSION

Chairman Cobey thanked the members and advisors for their attention and participation in the discussion on these important issues this month. He noted as a reminder to everyone that the Board will vote on the Action items during Thursday's meeting.

CLOSED SESSION

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

Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. Gregory Alcorn, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:

- *Hoke County v. The State of North Carolina et al.: and*
- *Scanion v. The State Superintendent of Public Instruction.*

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

Upon motion made by Mr. Wayne McDevitt and seconded by Mr. Rebecca Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, April 6, 2017, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
April 6, 2017**

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

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Rebecca Taylor
Patricia Willoughby	Olivia Oxendine
Reginald Kenan (via phone)	Gregory Alcorn
Eric Davis	Amy White
Dan Forest, Lt. Governor (via phone)	Todd Chasteen (via phone)
Dale Folwell, State Treasurer (via phone)	

Also present were:

Mark Johnson, State Superintendent	Amanda Bell, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor	Bobbie Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, April 6, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted that the April agenda was approved on Wednesday, and that the Board will proceed under that approved agenda. Chairman Cobey announced that the Board will have special recognitions, reports from the Chairman and the Superintendent, a legislative update, and committee reports and voting on agenda Action items. Chairman Cobey noted that the Board's meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. 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. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the course of the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Pledge of the Allegiance

Board member Dr. Olivia Oxendine was recognized to lead the Board with the Pledge of Allegiance.

Special Announcement

Chairman Cobey recognized Dr. Ben Matthews for a special announcement. Dr. Matthews announced to the audience that there was a Tornado Watch for the next several hours. He informed everyone that if a signal was issued to exit the room, everyone would exit immediately into the center hallway and/or the stairwells.

APPROVAL OF MINUTES

Discussion/Comments:

Chairman Bill Cobey requested a motion to approve the minutes of the March 1-2 meeting and the March 16, 2017, State Board of Education meeting minutes. Ms. Rebecca Taylor made the motion to approve and Ms. Amy White seconded the motion. The State Board Education voted unanimously to approve the two sets of meeting minutes.

* There was no discussion.

SPECIAL RECOGNITION

Chairman Cobey then recognized and noted a school that has distinguished itself nationally - Union Elementary School in Union County has been named a 2016-17 National Title I Distinguished School for School Progress. Chairman Cobey recognized Ms. Donna Brown, Federal Programs Monitoring and Support Division Director to describe the criteria for this honor and then to introduce our special guests from Union County.

➤ Special Recognitions – National Title I Distinguished School

- Union Elementary School, Union County Schools – Dr. Andrew G. Houlihan, Superintendent
 - ❖ Presenters: Ms. Jennifer Deaton, Principal; Ms. Lindsay Merritt, Literacy Curriculum Coordinator; and Ms. Mindy Pope, Math Curriculum Coordinator

Ms. Brown noted that since 1996, NC has recognized two outstanding Title I Schools each year. The schools are selected based on a combination of the academic achievement of the students, significant stakeholder involvement, and the creative and innovative programs that contribute to their success. Union Elementary School is recognized for outstanding growth in closing the achievement gap between student groups. She then introduced Ms. Jennifer Deaton, Principal of Union Elementary, to introduce her staff and share the good things happening at Union Elementary School.

Ms. Deaton told Board members that the school participated in the National Title 1 Awards Ceremony in Long Beach, CA, where forty-nine schools from twenty-nine states were recognized. Ms. Deaton also gave some background information about Union Elementary School, such as location, school enrollment, class room size, and student demographics. She shared specific objectives that the leadership and staff established to help make Union Elementary successful. Ms. Deaton talked about daily scheduling, staff development, strong focus on reading and math, and their use of data with academics, behavior, and

attendance. She stressed the importance of collaboration with curriculum coordinators and weekly grade-level planning.

Ms. Pope, Math Curriculum Coordinator, shared information about the 75-minute math block and how it aligns to Common Core State Standards and NC Unpacking Documents versus a program. Ms. Pope talked about how students receive math probes weekly which are used to assess the effectiveness of the core content. She noted that their goal was eighty percent mastery. Ms. Pope noted that staff uses color coding which allows them to analyze the effectiveness of their Tier 1 instruction.

Ms. Merritt, Literacy Coordinator, discussed how the school frames literacy work, using several reading resources, such as Jan Richardson Steps in Guiding Reading, Technology myON RazKids, Fountas and Pinnell Word Study Continuum, and others. Part of the success was the scheduling of 120-minutes of reading instruction daily. Ms. Merritt shared details about the “Books and Brackets” challenge, where third graders from all thirty schools compete for most minutes read. Union Elementary won the “Books and Brackets” contest, reading a total of 208,942 minutes. Ms. Merritt also talked about using the MTSS model for literacy. She noted that they break down the students into tiers and focus on the eighty percent core instruction. She also shared that Union County Elementary School was recognized as a State level Green Ribbon School for PBIS.

Superintendent Johnson thanked Union County for all their hard work and stated that it was a testament to hard work. He shared that he would like to highlight as part of the NC Reads Initiative, we are going to offer free subscriptions to every K-5 student who wants it for the summer. Mr. McDevitt asked if this model was put together by your school and team. Ms. Merritt replied, yes, and invited anyone to visit Union Elementary at any time. Mr. Davis commented that the thing that stood out for him, was their desire and ability to be self-reflective. He added that this was a great attribute of a leader.

Chairman Cobey offered hearty congratulations from the State Board of Education, to Ms. Deaton, Ms. Merritt, and Ms. Pope. This award was a very high honor and was well deserved. Chairman Cobey invited the guests forward for a photograph with the Board.

CHAIRMAN’S REPORT TO THE BOARD

Chairman Cobey informed the Board that his report this morning is going to focus on what the Board hopes to accomplish during the next several months regarding ESSA, as the Board works to meet the September application deadline. Chairman Cobey announced that the Board is planning to invite superintendents, principals, teachers, and external partners to be a part of the upcoming Planning and Work Sessions.

Chairman Cobey reminded the Board of the Tuesday, May 2, date, and then asked that they also hold Tuesday, May 30, for the June meeting for an extension of our May 2 session. Chairman Cobey noted that Vice Chairman Collins originally suggested input from our education partners who are, in fact, the ones who will be implementing the programs that the plan will put forth for ESSA.

Chairman Cobey noted that after the May and June Planning and Work Sessions, Board and DPI staff will prepare the final draft of the application before the July Board meeting. The Board’s July and August meetings will include robust discussions before the Board approves the final plan at the September 5

meeting. Chairman Cobey announced that the July meeting will be a one-day meeting here in Raleigh, not a conference call meeting.

Chairman Cobey also noted that Mr. Hill, Ms. West, and SBE and DPI staff have already held meetings and conference calls regarding the necessary steps to the roll-out of the plan and how best to include partner and practitioner input and thinking. Local superintendents will join the Board on Tuesday morning, May 2, for their input. Superintendents already have been meeting and discussing application ideas and options for the accountability and testing portions of ESSA.

Dr. Freddie Williamson, the Board's Superintendent Advisor will facilitate the superintendent's panel. On Tuesday, May 30, the Local Board Advisor and the Principal and Teachers of the Year Advisors will facilitate similar discussions and presentations from their colleagues. Chairman Cobey opened the floor to Board for comments on this proposed plan before getting any further down the road.

Superintendent Johnson commented that he is encouraged and believes that it is a great idea to collaborate with others on the ESSA plan. Mr. McDevitt commended the process and noted that it is an opportunity to include all partners. Mr. Collins talked about separate meetings that he and Superintendent Johnson attended recently in Washington, DC, in which this issue of the ESSA plans was discussed. He shared that a lot of innovative ideas were discussed. Mr. Collins added that we have a chance of getting some of the best ideas from around the country and integrating them and the good ideas that we put forward. Mr. Collins encouraged Superintendent Johnson and the staff to be very vigorous between now and these meetings to bring up these ideas and not be shy about pushing the envelope. Mr. Collins noted that he was especially interested in some presentations made by the Louisiana team members, who had their business community identify particular jobs that were available in Louisiana. He added that those schools that were able to prepare high school students for those jobs receiving the same type of credit as if they were getting successful AP course completions. Mr. Collins stated that those are the types of ideas and things that we need to be considering. He added that in the next few months it is very crucial for all our stakeholders to participate and bring us their best. Ms. Taylor agreed with Mr. Collins and would like to have a voice from the Charter School Advisory Board. Chairman Cobey asked Mr. Hill to make sure that the Charter School community voice is included as well. Dr. Oxendine would like to see a way to bring up a couple of recommendations about the under-achievement years that the American Indian students are dealing with in reading and math. Ms. Willoughby commented that collaborating with the business community leaders is important and already have that established history with these stakeholders. Chairman Cobey stated that we need to go ahead and alert these stakeholders that we welcome their input and perhaps give them time with the Board. He added that the Board must take full advantage of these four months leading up to the final decision date. Chairman Cobey thanked the Board members and Advisors for their ideas and comments. Mr. Hill and Ms. West will finalize our schedule for the next four months and will get it to the Board within a week. Chairman Cobey then recognized Mr. Hill, the Board Executive Director, for the Legislative Update.

➤ **Legislative Report**

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

Mr. Hill referred to the Legislative Update on eBoard and thanked Robb Jansen, Anne Murtha, and Sarah Sturdivant from the State Board of Education office. Mr. Hill stated that there is a list of education bills with hyperlinks to each of the bills. He noted that there was a list of General Assembly Committee meetings that

occurred this week. Mr. Hill added that the last two pages consist of a number of education bills that have recently been introduced. Mr. Hill highlighted a few bills for information for the Board.

HB – School Calendar Flexibility Pilot Program

HB13 – Class Size Requirement Change

S473 – Class Size Reporting/Principal

HB322 – School Performance Grades

HB458 – School Annual Report Card

HB117 – Protect Students in Schools

S461 – Modify the UNC Laboratory Schools

Mr. Hill gave a brief overview of the bills that are working their way through the Legislature.

Dr. Oxendine asked when a laboratory school is supposed to open. Mr. Hill replied that he believes it will open in 2018-19. Dr. Williamson commented that the superintendents addressed the K-3 class size issue. He noted that the original request was that we delay that part of the budget bill, if possible. Dr. Williamson noted that there is some movement on HB13, and everyone recognized the urgency and that it was critical with timing. Chairman Cobey thanked Mr. Hill for this update.

Chairman Cobey recognized Superintendent Johnson for a report to the Board.

STATE SUPERINTENDENT'S REPORT

State Superintendent Johnson reported that this has been an exciting month and that he has expanded the listening tour into rural counties to see what they are facing, as well as listening to many success stories. Superintendent Johnson visited some of the counties that were affected by Hurricane Matthew to see what they were still going through and how they may need our support.

Superintendent Johnson stated that he has been working very hard with staff here at DPI to help build the culture of a place of “we are the people that supports schools in the local districts.” He added that we are not the people in Raleigh who tell schools what to do. He shared that he carries that with him as he goes on his listening tours. Superintendent Johnson also shared that we has launched NC Reads which is going to be very exciting.

Superintendent Johnson thanked some people who have helped along the way. He thanked Ms. Chloe Gossage, his Legislative Director and Senior Budget Advisor. He added that Ms. Gossage has been invaluable over in the General Assembly and bringing financial transparency to the numbers, to the Office of State Superintendent. The Superintendent also thanked Mr. Kevin Wilkinson for being like a Jack-of-all trades, helping with constituent issues. Mr. Wilkinson has also helped with the listening tour and has also been to the General Assembly building relationships with Representatives. The Superintendent also thanked Ms. Lindsey Wakely, Senior Policy Advisor for the many roels she has also filled until the Deputy Superintendent's position is filled. Superintendent Johnson shared that the last group of people deserve a lot of credit for keeping DPI running are the Division Directors. He added that the Director and their individual departments have made sure that everything is running in this building. Superintendent Johnson is encouraged that we are working together to bring in a Deputy State Superintendent and Chief of Staff on board soon.

Chairman Cobey noted that Mr. Todd Chasteen and Mr. Reginald Kenan are present via the conference call.

CONSENT AGENDA

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

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 7, EICS 8)

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

CONSENT

EICS 7 – Youngsville Academy Charter School’s Enrollment and Grade Expansion Request

Policy Implications: 115C-218.5(e-f)

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

Enrollment Growth Greater Than Projected in Original Charter Application

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

Description:

Per NC General Statute 115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

Youngsville Academy (Franklin County) opened August 2015 and is currently ending its second year of operation. NC General Statute 115C-218.5 does allow a charter school to increase its enrollment during its second year of operation and annually thereafter by up to 20% without SBE approval. Since Youngsville Academy requests approval to expand its grade offerings through grade twelve and would like to continue to follow an approved SBE plan, SBE approval is needed.

Youngsville Charter Academy seeks to increase its enrollment each year by ten (10) students and proposes to expand its grade levels through high school. The specific amendment requests are:

1. To expand by an additional 10 students next school year; and
2. To continue grade level expansion through high school.

Please see the chart below which details the amended growth plan for Youngsville Academy. The first and second years of operation (in bold below) do not require SBE approval.

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K, 01, 02	140
Second Year	K, 01, 02, 03	200
Third Year	K, 01, 02, 03, 04	270
Fourth Year	K, 01, 02, 03, 04, 05	330
Fifth Year	K, 01, 02, 03, 04, 05, 06	390
Sixth Year	01, 02, 03, 04, 05, 06, 07	450
Seventh Year	01, 02, 03, 04, 05, 06, 08	510
Eighth Year	02, 03, 04, 05, 06, 08, 09	570
Ninth Year	01, 02, 03, 04, 05, 06, 08, 09, 10	630
Tenth Year	01, 02, 03, 04, 05, 06, 08, 09, 10, 11	690
Eleventh Year	01, 02, 03, 04, 05, 06, 08, 09, 10, 11, 12	750

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve Youngsville Academy’s enrollment and expansion request.

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

Recommendations:

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

CONSENT

EICS 8 – Phoenix Academy’s Request to Eliminate Its High School Program

Policy Implications: General Statute § 115C-218.5, SBE Policy #: CHTR-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education

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

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

Enrollment Growth Greater Than Projected in Original Charter Application

Description:

Phoenix Academy (Guilford County) opened August 2000 and requests State Board of Education (SBE) approval to eliminate its high school offerings. Currently, the school provides education for students in grades K – 9 and planned to expand to tenth grade next year. Previously, the SBE approved Phoenix Academy to offer grades 9 – 12 in addition to grades K-8 Phoenix’s request to decrease more than one grade level requires State Board approval per NC General Statute 115C-218.5 and CHTR-014 since this change is considered material.

Phoenix Academy outlined the following reasons (documentation attached) to defer its high school offerings:

- 1. Growth absorption; and
- 2. Financial burden.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve Phoenix Academy’s amendment request.

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

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

**BSOP 1 – Career and Technical Education (CTE) Incentive Grants for CTE Programs
Policy Implications:**

SBE Strategic Plan:

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further, education and citizenship.
- Objective 1.3:** Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mrs. Jo Anne Honeycutt (Director, Career and Technical Education Division)

Description:

The Perkins Act permits states to use federal funds to reward positive outcomes in CTE and also allows the State Education Agency (SEA) to offer additional grants to sub-recipients that are (i) rural or (ii) demonstrate high numbers or high percentages in CTE programs. The Department of Public Instruction (DPI) has encouraged and supported the development of Career Pathways for several years, and now it seems appropriate to begin to evaluate and reward those systems that are achieving positive outcomes as a result of their pathway implementation.

The attached RFP was developed in collaboration with the NC Community College System Office and sets forth the application requirements and selection criteria for these awards. DPI will distribute up to \$1,300,000 for these grants with individual awards, not to exceed \$50,000 per recipient. The Community

College System will use the same evaluation criteria to fund \$600,000 for colleges that are pathway partners. Recipients may use these funds for a number of categories such as equipment, staffing, and professional development, as long as the strategy is directly aligned to the pathway. Funds must be reinvested in the CTE pathway.

Once approved by this Board, DPI will release the RFP to CTE staff and will provide a webinar and question/answer session to assist in completion. Applications will be returned no later than June so funds can be awarded no later than August. Funds must be expended by recipients prior to June 30, 2018.

Recommendations:

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

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Ms. JoAnne Honeycutt during the BSOP Committee meeting on Wednesday.
- Chairman Cobey approved without objection.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the Career and Technical Education (CTE) Incentive Grants for CTE Programs. (See Attachment BSOP 1)

DISCUSSION

MOVED TO ACTION ON FIRST READING

BSOP 2 – Plant Operation Service Report

Policy Implications:

SBE Strategic Plan:

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

Objective 5.1 Create and maintain a safe and respectful school environment

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Deputy Chief Financial Officer for Operations, Safe and Healthy Schools Support Division), and Mr. Kim Lawson (Section Chief, Plant Operation)

Description:

The Department of Public Instruction (DPI) shall report to the Joint Legislative Education Oversight Committee (JLEOC) by April 15 of each year on the effectiveness of the program in accomplishing its purpose and on any other information requested by the Committee. This is a statutorial outline of the Accomplishments of Plant Operation during FY 2015-2016.

Recommendations:

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

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Dr. Ben Matthews and Mr. Ken Lawson during the BSOP Committee meeting on Wednesday.
- Chairman Cobey approved without objection.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the Plant Operation Service Report. (See Attachment BSOP 2)

DISCUSSION**BSOP 3 – 21st Century Community Learning Centers Grant Allotment Policy****Policy Implications:****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): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

The 21st Century Community Learning Centers (CCLC) grant program provides funds to eligible entities through a competitive process to establish or expand community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The purpose of the program is to help students meet State and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

It is recommended that the Allotment Policy Manual be revised to reflect requirements under Every Student Succeeds Act (ESSA) and offer three-year grants to approved organizations. The change would reduce burden for sub-recipients and allow the State to offer grant competitions more frequently in order to make the funds available to underserved areas of the state.

Recommendations:

It is recommended that the SBE discuss these revisions.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Ms. Donna Brown during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item was presented for Discussion during the April State Board of Education meeting and returns for Action in May 2017. (See Attachment BSOP 3)

DISCUSSION

BSOP 4 – Joint Legislative Education Oversight Report: School Business System Modernization Plan Policy Implications:

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) and Mr. Phil Emer (Director of Technology Planning and Policy, The Friday Institute for Educational Innovation)

Description:

In accordance with the 2016-2017 Chronological Schedule, the State Board of Education (SBE) shall report to the Joint Legislative Education Oversight Committee (JLEOC) on the plan for modernization of the systems used by the Financial and Business Services Area by May 15, 2017.

The NC Department of Public Instruction in collaboration with the Friday Institute, local education agencies (LEAs), and charter schools shall issue a RFP for implementation of the plan by October 1, 2017.

Recommendations:

It is recommended that the SBE discuss the report.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Mr. Adam Levinson during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

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

Chairman Cobey asked what Board members were on the conference call telephone. The response was Dan Forest, Lt. Governor; Mr. Reginald Kenan; and Mr. Todd Chasteen.

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

ACTION

SLA 1 – English Language Arts Draft Standards Revision

Policy Implications: SBE#: SCOS-012

SBE Strategic Goal:

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

Objective 1.2 Graduate students prepared for post-secondary education

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

Description:

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

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

Recommendations:

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

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- Mr. Davis stated that due to the discussion about receiving public comment, and in light of that discussion, Mr. Davis encouraged Superintendent Johnson and staff during implementation of the standards, assuming approval today, that we engage stakeholders during implementation, supporters and critical friends alike, and do that in the same way we are achieving success with our high school math standards.
- Mr. Davis also noted that he would encourage the Superintendent and staff to provide regular reports about the standards implementation, in much the way that we received updates from NC Check-Ins. Mr. Davis reminded that the Board that yesterday the Board learned much from our NC Check-Ins stakeholders, and have benefited much from that open process and hope that the Board will do the same through the implementation of the English Language Arts standards.
- Mr. Alcorn stated that he wanted to share his confidence with the report in the details that were included, along with the incredible number of people who were involved in this and that he will vote for this.

- Mr. Williamson shared that he followed up with members in LEAs and they support approval of this and commend DPI and staff.
- Ms. White shared her approval of the process so far, but stated that she was not afraid to stretch that process a little further. Ms. White noted that she would like to offer an opportunity to have more than one additional stakeholder to offer that collaboration.
- Superintendent Johnson clarified his comments from yesterday, and stated that his recommendation to the Chairman and Vice Chair was to create a sub-committee of the Board that could then pick from a group of outsiders to review, which could be from different perspectives.
- Dr. Oxendine commented that the Board may need to consider as a part of the standards review process in the future, maybe the Board needs to think about adding to the policy, an independent validation committee that works closely with our staff to make sure that our standards are rigorous.
- Ms. Bell stated that schools need the ample time to provide the necessary training to implement those standards. She added that if we fail to do that, then we fail the teachers. Ms. Bell urged the Board to move forward with the approval of these standards that the staff has developed, but please notice the opportunities that are given to teachers, so that they can learn how to implement what the Board is asking them to do.
- Mr. Collins stated that this was a much-improved process, and much-improved standards. He noted that we have peer reviews on everything down to community grants in this building, and yet we only have this one perspective and agreed with Ms. Bell's views. He stated that it needs to be peer reviewed. Mr. Collins also stated that he would support this only because the standards are better.
- Chairman Cobey asked Ms. West to call the roll for the sake of the people on the conference call.
- Ms. West roll called the Board members.
 - Chairman Cobey – Yes
 - Vice Chair Collins – Yes
 - Lt. Governor Forest – No
 - Rebecca Taylor – Yes
 - Reginald Kenan – Yes
 - Amy White – No
 - Olivia Oxendine – No
 - Gregory Alcorn – Yes
 - Todd Chasteen – No
 - Wayne McDevitt – Yes
 - Patricia Willoughby – Yes
 - Eric Davis – Yes
 - Dale Folwell – not present for the vote.
- Ms. West reported that the yes votes carried.
- Chairman Cobey stated that the motion stands approved.

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, by a vote of eight to four, the Board voted to approve the English Language Arts Draft Standards Revisions as presented Yes votes: Cobey, Collins, McDevitt, Willoughby, Davis, Alcorn, Taylor, and Kenan; No votes: Oxendine, Forest, Chasteen, and White. (See attachment SLA 1)

DISCUSSION**SLA 2 – Update to READY Accountability Annual Performance Standards Policy****Policy Implications:****SBE Strategic Plan:**

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

Objective 1.1: Increase the cohort graduation rate.

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

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. Maria Pitre-Martin (Chief Academic and Digital Learning Director) and Dr. Tammy Howard (Director, Accountability Services)

Currently eighth grade students taking NC Math 1 take both the “regular” state end-of-grade (EOG) assessment for eighth grade and the end-of-course (EOC) test for NC Math 1. Section §200.5 of the Every Student Succeeds Act of 2015 (ESSA) codifies an exemption for students enrolled in advanced mathematics while in middle school to avoid double testing. The exemption applies only to eighth graders and only to states in which the EOC math assessment is the same assessment that the state administers to high school students. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement and participation. The regulation goes on to direct that when the students who receive the exemption are in high school, the substitute required high school assessment could be either a more advanced state assessment than the assessment taken in eighth grade or a nationally recognized high school academic assessment in mathematics.

Given that the purpose of the ESSA provision is to avoid double-testing of students taking advanced mathematics coursework, it is recommended that the ESSA middle school mathematics exemption be included in State Board of Education policy ACCT-021 and become effective with the 2017–18 school year. Additionally, it is recommended that the policy specifies that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal accountability in high school.

Recommendations:

It is recommended that the SBE include in policy ACCT-021 the ESSA middle school mathematics exception and the requirement specifying that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal reporting in high school.

Discussion/Comments:

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

This item was presented for Discussion during the April State Board of Education meeting and returns for Action in May 2017. (See Attachment SLA 2)

DISCUSSION

SLA 3 – State Advisory Council on Indian Education Annual Report

Policy Implications:

SBE Strategic Goal:

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

Objective 1: Increase the cohort graduation rate

Goal 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 3: Every student, every day has excellent teachers

Objective 1: Develop and support high effective teachers

Objective 2: Develop and support highly effective principals

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

Objective 1: Create and maintain a safe and respectful school environment

Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Objective 4: Decrease violence and crime in schools

Presenter(s): Mrs. Alisa Hunt-Lowery (Chairperson, State Advisory Council on Indian Education), Dr. Felicia Turner (State Board Liaison, NC Department of Public Instruction), and Dr. Susan Silver (DPI Liaison)

Description:

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

The full report analyzes student achievement data from the 2013–2016 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal disparities between American Indian student performance and statewide performance. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The Council requests the State Board of Education accept the recommendations presented in the report in order to promote increased achievement among American Indian students.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- Mr. Davis stated that in light of the results shared yesterday and the continued challenges that our Indian students face, he hopes that our Superintendent and staff would bring to the Board specific actions that the Board will take in concert with our LEAs to improve the performance of our Indian students.
- There was no further discussion.

This item was presented for Discussion during the April State Board of Education meeting and returns for Action in May 2017. (See Attachment SLA 3)

NEW BUSINESS

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

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

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

Dr. Howard reminded the Board that last month the Board asked Dr. Howard to come back with some questions that needed to be answered that will facilitate moving forward with NC Check-Ins.

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

ACTION

EICS 1 – Approval of Restart School Applications: Bertie County Schools, Weldon City Schools, Johnston County Schools, Northampton County Schools, Iredell-Statesville Public Schools, Halifax County Schools, and Cleveland County Schools

Policy Implications:

SBE Strategic Goals:

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, District and School Transformation)

Description:

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize

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

Bertie County Schools

1. Bertie High School

Weldon City Schools

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

Johnston County Schools

1. Cooper Elementary
2. North Johnston Middle

Northampton County Schools

1. Northampton County High

Iredell-Statesville Public Schools

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

Halifax County Schools

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

Recommendations:

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

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Restart School Applications: Bertie County Schools, Weldon City Schools, Johnston County Schools, Northampton County Schools, Iredell-Statesville Public Schools, Halifax County Schools, and Cleveland County Schools as presented. (See attachment EICS 1)

ACTION

EICS 2 – Kestrel Heights Review Panel Decision

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

SBE Strategic Goal:

Goal 1: Every student has a personalized education

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

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

Kestrel Heights Charter School (KHCS) requested that the State Board of Education (SBE) provide a review panel of the decision to not renew its charter to include grades 9 -12. The review panel is comprised of SBE and CSAB members. The Department of Public Instruction (NCDPI) and KHCS will make presentations to the review panel. The review panel will convene in the SBE board meeting room on April 4, 2017, at 9:30am. The panel will hear presentations from both sides. After hearing all of the information, the review panel will deliberate and make a recommendation to the State Board of Education.

This charter school previously appeared before the Charter School Advisory Board (CSAB) at its January 11, 2017, meeting. At that meeting, the CSAB recommended the following renewal recommendation with stipulations to the State Board of Education:

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

The State Board of Education (SBE) unanimously voted during its March 2, 2017 meeting to accept the recommendation of the CSAB. The SBE's unanimous vote included a 3-year renewal for Kestrel Heights Charter School's K-8 program and placed a 3-year moratorium on Kestrel Heights Charter School offering high school.

Recommendations:

The panel recommends that the State Board of Education accept its recommendation regarding Kestrel Heights Charter School.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor stated that the Review Panel was able to hear the DPI staff and Kestrel Heights School staff and Board members. She noted that the panel deliberated and discussed a number of concerns by the panel members about some of the on-going problems at the school including internal controls, checks and balances, policies and procedures, record-keeping, and employment practices. In light of those concerns, and in the interest of supporting a successful continued operation of the K-8 Charter for the next three years, the panel's recommendation is to uphold the State Board of Education's previous decision to non-renew the high school and to add an additional requirement that the school employ an independent professional auditor to conduct a full audit of its program. Ms. Taylor stated that we are confident that this additional requirement will help ensure the school will have an opportunity to move forward successfully, therefore, she made the following motion:

1.
 - a. Effective July 1, 2017, the charter is amended to serve only grades Kindergarten through 8th grade.
 - b. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future Ready Core diploma, and that the remedy may not be a "Kestrel Heights designated diploma."
 - c. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report via email to the Office of Charter Schools of those efforts and the results of those efforts.
 - d. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
 - e. Kestrel Heights must agree to no grade expansion to high school for its three-year charter term per G.S. 115C-218.7.
2. In addition, I move that the State Board of Education require the following additional actions by Kestrel Heights Charter School:
 - a. That KHCS employ an independent, professional auditor to conduct a thorough program audit of its K-8 operations, including its policies and procedures, financial processes, internal controls, checks and balances, personnel administration and supervision, and all record-keeping procedures, in order to ensure competent management moving forward of the integrity of all academic records, the employment and supervision of staff, and all other essential functions in support of the effective and legitimate operation of a public school; and
 - b. That KHCS appear at the May 2017, Charter School Advisory Board meeting to provide a plan to retain an independent, professional auditor at the school's expense and provide a timeline for a thorough audit. KHCS must provide the audit report to the CSAB within 30 days of its completion, and no later than October 31, 2017, whichever is sooner. Depending on the findings of the audit, additional stipulations may be imposed by the State Board of Education.

Chairman Cobey extended his gratitude to Ms. Taylor, Mr. Davis, and Ms. Reeves for taking on this additional work

Upon motion by Ms. Rebecca Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Kestrel Heights Review Panel Decision as presented. (See attachment EICS 2)

ACTION ON FIRST READING

EICS 3 – Voluntary Relinquishment of the Charter for Twin City High School

Policy Implications:

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

Description:

On August 4, 2016, the State Board of Education voted to grant Twin City High School approval to open in Forsyth County.

On Friday, February 17, 2017, the attorney for the board of Twin City High School forwarded a letter via e-mail in which the Twin City High School board voluntarily relinquished its approved charter. The board's letter and board meeting minutes are included as an attachment.

The SBE should act to accept the voluntary surrender of the Twin City High School charter.

Recommendations:

The Office of Charter Schools recommends that the State Board accept the voluntary relinquishment of the Twin City High School charter.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor reminded the Board that yesterday, after the discussion, the Board decided to delay action up to sixty days to allow parties an opportunity to evaluate any possible options that may be available otherwise.
- Chairman Cobey stated that without objection, the Board will delay voting on this item.
- No further comments were discussed.

MOVED TO ACTION ON FIRST READING

EICS 4 – Recommendation Regarding Assumption of Community Charter School

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student has a personalized education

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

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

Description:

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

Consistent with G.S.115C-218 and SBE Policy CHTR-007, the following charter school requested renewal of their charter that will expire June 30, 2016:

- Community Charter School

As part of the renewal process, the Office of Charter Schools (OCS) compiles a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms, a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. OCS presented renewal information to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring Community Charter School in for an interview in order to gain a better understanding of the school's situation. On November 16, 2016, the CSAB interviewed Community Charter School. The interview, board discussion, and data review of enrollment, finances, and academic performance, resulted in an "Assumption" recommendation to the State Board of Education from the CSAB for Community Charter School. The SBE accepted and approved the CSAB assumption recommendation on December 1, 2016.

On March 16, 23, & 24, 2017, the CSAB reviewed information regarding any established school or new entity seeking to assume Community Charter School. While two (2) groups initially submitted applications, one group withdrew from consideration after its proposed board of directors and leaders experienced difficulties securing a facility in the community. The remaining group proposing to assume Community Charter School was:

- Northside Community Outreach, Inc. partnering with Global Education Partners, LLC (*a proposed new EMO*)

After evaluating the proposed board of directors of Northside Community Outreach, Inc. and its capacity to effectively operate a quality charter school, the CSAB unanimously recommended no assumption for Community Charter School; thus, resulting in the charter term expiring June 30, 2017. The Office of Charter Schools will follow its standard close out procedures to help the school close successfully should the SBE accept the recommendation of the CSAB.

Recommendations:

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

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Chairman Cobey noted that Mr. Eric Davis recused himself from this item.

Upon motion by Ms. Rebecca Taylor and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the Recommendation Regarding Assumption of Community Charter School as presented. (See attachment EICS 4)

DISCUSSION

EICS 5 – Restart School Applications: Gaston County Schools, Kannapolis City Schools, and Edgecombe County Schools

Policy Implications:

SBE Strategic Plan:

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

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, District and School Transformation)

Description:

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

Applications Submitted for Approval: 10 Applications for the Restart Model are being submitted for discussion. The following list includes the name of the school district and school.

Gaston County Schools

1. Bessemer City Central Elementary School
2. Hunter Huss High School
3. Sadler Elementary
4. Sherwood Elementary School
5. Southwest Middle School
6. Woodhill Elementary School

Kannapolis City Schools

1. Kannapolis Middle Schools
2. A.L. Brown High School

Edgecombe County Public Schools

1. North Edgecombe County High School
2. Phillips Middle School

Charlotte Mecklenberg Schools

1. Allenbrook Elementary School
2. Ashley Park School
3. Billingsville Elementary
4. Druid Hills Academy
5. Greenway Park Elementary School
6. Huntingtowne Farms Elementary School
7. Newell Elementary School
8. Reid Park Academy
9. Sedgefield Elementary School
10. Stony Creek Elementary School
11. Sterling Elementary School
12. Tuckaseegee Elementary School
13. Walter Byers School

Pitt County Schools

1. Falkland Elementary School
2. Northwest Elementary School

Elizabeth City Pasquotank Schools

1. Pasquotank Elementary School
2. River Road Middle School
3. P.W. Moore Elementary School (Transformation)
4. Elizabeth City Middle School (Transformation)

Recommendations:

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

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment EICS 5)

DISCUSSION

EICS 6 – Nominations to the North Carolina Virtual Public School Advisory Council

Policy Implications:

SBE Strategic Goal:

Goal: Every student has a personalized education

Objective 2.2 Increase the number of teachers and students using online tools

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

SBE Policy outlines the North Carolina Virtual Public Advisory Council membership requirements and allow nominations by the NCVPS Advisory Council to nominate its new members. The resignation of a council member has created a vacancy. The nomination for one new member to fill the vacancy is presented to the State Board of Education for consideration.

The complete listing of the Advisory Council membership is attached. The resumes for the individual being nominated for the first time is attached for SBE review.

Recommendations:

The State Board of Education is asked to discuss the nomination of a replacement member to fill the vacancy caused by the resignation of council member.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment EICS 6)

NEW BUSINESS

- **Cooperative Innovative High School Student and School Showcase**
 - ❖ **Ms. Sneha Shah-Coltrane (Division of Advanced Learning)**

Ms. Shah-Coltrane introduced two schools on Wednesday to showcase beacons of innovation: Challenger Early College High School, Catawba County Schools; and Craven Early College High School, Craven County Schools.

NEW BUSINESS

- **NCVPS Update: FLEX Learning/Non-Public Program and Enrollment**
 - ❖ **Dr. Eliz Colbert (Executive Director, NCVPS)**

Dr. Colbert presented a NCVPS update discussing a pilot program called NCVPS Flex Learning. She also updated the Board about the non-public student enrollment.

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

DISCUSSION

ES&P 1 – Meeting the Needs of North Carolina Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

The NC State University and the UNC Chapel Hill colleges of education collaborated to create a high quality, research-based lateral entry teacher preparation program. This is an innovative, accelerated, online preparation program for lateral entry teachers in mathematics, science, English/language arts, social studies, and special education. This program is intended to meet employment and preparation needs of LEAs while bolstering teacher production. Faculty expertise in teacher education, online/distance education and existing competency-based models, including the work of the Friday Institute for Educational Innovation in online learning will be leveraged. Effectiveness of the program will be determined through several performance metrics including edTPA scores of completers, teacher performance data supplied by NC DPI, and teacher retention.

Recommendations:

It is recommended that the State Board of Education approve the collaborative program Meeting the Needs of North Carolina Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 1)

DISCUSSION

ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education Policy

Implications:

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 2)

DISCUSSION

ES&P 3 – Alternative Growth Measures for Career and Technical Education Teachers

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

Presenters: Dr. Marie Pitre-Martin, Chief Academic and Digital Learning Officer, Academic and Digital Learning; Mrs. Jo Anne Honeycutt, Director, Career and Technical Education Division; Dr. Thomas Tomberlin, Director, District Human Resources

Description:

Student growth is an important component of the teacher evaluation process for all teachers. Many Career and Technical Education (CTE) teachers receive effectiveness ratings based on student performance on CTE State post-assessments and the State's value-added model. However, there continue to be groups of teachers who are not included in the value-added model because of the particular courses they teach. Some do not have enough enrollment to be included in the model, and some courses have low predictability measures which prevent predictive modeling. Districts have the option to ask the SBE to approve a local assessment for these teachers, but many have requested an alternative that focuses on student work.

CTE has worked with the Educator Effectiveness Division to develop an Alternative Growth Measure process that LEAs can utilize to gather data for teachers who do not receive growth data from the value-added model. This proposed State process mirrors many of the elements that exist in the Analysis of Student Work process with two key exceptions: the interface with True North Logic (TNL) for online collection of artifacts is not required, and districts have several options to collect and review artifacts.

The Alternative Growth Measure process requires completion of an intent form that describes the collection of data and the review process. Principals will be responsible for validating the courses, standards, and students to be included in the review process. Districts may develop regional consortia of teachers, principals, or CTE directors to review artifacts; or they may choose to engage business partners in the review of artifacts to determine growth. Data from the reviews will be submitted to DPI for approval. Districts that require additional flexibility may apply for additional flexibility from this State-approved Alternative Growth Measure process by indicating the elements for which they require flexibility and submitting the request to the State Board of Education for approval.

If approved, the Alternative Growth Measure process could be used in 2017-18. CTE, in collaboration with Educator Effectiveness, is prepared to provide communication and training to teachers and administrators this summer and early fall to prepare them for implementation this Fall, including webinars and face-to-face trainings. We are also developing technical assistance documents that will be available by fall.

Recommendation:

It is recommended that the State Board of Education consider the proposal for Alternative Growth Measures for CTE teachers.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 3)

NEW BUSINESS

❖ **Analysis of Student Work (ASW) Process and Data Analysis Update**

- **Dr. Thomas Tomberlin ((Director of Educator Human Capital Policy and Research)**
- **Ms. Jennifer DeNeal (Program Manager)**

Dr. Tomberlin and Ms. Jennifer DeNeal provided an update on the Analysis of Student Work (ASW) process and data analysis update. Ms. DeNeal presented a very good example of the ASW process based on a first-grade music lesson.

**HEALTHY RESPONSIBLE STUDENT
COMMITTEE MEETING**

(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)

ACTION

HRS 2 – School-Based Mental Health Initiative

Policy Implications:

Description:

Objective 5.2: Promote healthy, active lifestyles for students

Objective 5.3: Decrease the number of students who are chronically absent, dropout, or suspended out of school. The North Carolina School Mental Health Initiative (NC SMHI) was established as a multi-disciplinary interagency partnership with broad representation consisting of public educators, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. This purpose-driven and outcome-oriented partnership began its work by establishing a clear mission and mutually agreed upon definition of mental health services.

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

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

Recommendations:

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

Discussion/Comments:

- HRS Committee Chair Tricia Willoughby noted staff presented a comprehensive report on this item during the HRS Committee meeting on Wednesday.

- State Treasurer Folwell asked about the time frame for development. Ms. Willoughby replied that the implementation for the development will occur in the 2017-18 school year and for Charter Schools was two years out. State Treasurer Folwell asked if the school superintendents and school boards have signed off on this. Mr. Hussey replied yes, and that for the last two months, DPI has been working with the NC School Boards Association and the Charter Schools Association and the wording was joint wording that was agreed upon. State Treasurer Folwell then asked if DPI had a letter of endorsement from them. Mr. Hussey responded yes.
- Mr. Collins asked Superintendent Johnson, what role his office will play in making sure that some of the concerns that Treasurer Folwell has raised are dealt with. He noted that this was a broad policy with questions. Mr. Collins added that the concerns received from the field were about whether it becomes an unfunded mandate. Superintendent Johnson replied that this was the first time that he has been asked that question. He added that with the dual reports, we will have a Deputy State Superintendent and the Board can work with Deputy State Superintendent to address that.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby and seconded by Ms. Amy White, the Board voted to approve the School-Based Mental Health Initiative Policy as presented. One opposed vote was cast by State Treasurer Folwell.

CHAIRMAN’S CLOSING COMMENTS

Under the Chairman’s Remarks, Chairman Cobey began by noting an honor that one of our DPI employees recently received from colleagues in her profession. She is here with us every month and has served this Board in her capacity as the Communications and Information Director extremely well – rising to any task the Board has ever asked of her. Chairman Cobey added, being the Carolina man that he is, he was sure that her skills, knowledge, and abilities were all owed to her parents, her hard work, and especially to the fact that she is an outstanding graduate of the School of Journalism at the University of North Carolina in Chapel Hill.

Chairman Cobey pointed out, however, that Ms. Vanessa Jeter not only serves this Board, the Superintendent, and the Department of Public Instruction, but she also works with every school system across the state, manages her very capable staff, and has raised two outstanding sons – one of whom will graduate from Tulane University in May with a double major in electrical engineering and chemistry. He will then be commissioned to serve in the United States Navy, having been a Navy ROTC student at Tulane during his entire college career.

Chairman Cobey stated that the honor bestowed upon Ms. Jeter is the Barry Gaskins Service Award that is presented to members of the North Carolina School Public Relations Association. He noted that it is awarded to her by her peers and colleagues for outstanding contributions to school public relations.

Chairman Cobey told to the Board that she has served under every State Superintendent since Dr. Craig Phillips. He also pointed out, without a doubt, that Ms. Jeter always keeps a cool head during any news or school crisis and that her advice to him has always been sound and on-point. Chairman Cobey then asked Ms. Jeter to come forward for this Board to show its appreciation for her and her work. Ms. Jeter posed for a photo with the Board.

Chairman Cobey reminded the Board members that our legislative session will continue to heat up as time moves on. He asked Board members to continue to give feedback and to be available to respond quickly if called upon.

NEW BUSINESS

Chairman Cobey stated that he had one new business item. He reminded Board members of the vacancy in the State Board's Legislative Director's position and noted that candidates have been interviewed for selection for this important role. He noted that he brings for approval an excellent candidate, Ms. Cecilia Holden. Chairman Cobey shared that Ms. Holden has experience both in the public and private sector and in fact, at one time, was with the Department of Public Instruction as an employee in the IT Division. He added that most recently she served as Chief of Staff of the Department of Commerce. Her varied experience both here and in other roles, in government and private companies, position her well to work with us to represent us in the legislature and to work with the Board and the DPI staff. Chairman Cobey stated that she holds a Master's Degree in Business Administration from Dukes Fuqua School of Business, an undergraduate degree in Computer Science from UNCW. He added that she also completed coursework in Public Administration at UNC.

Chairman Cobey asked for a motion to approve Ms. Cecilia Holden as the State Board's new Legislative Director.

Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Rebecca Taylor, the State Board of Education voted to approve the appointment of Ms. Cecilia Holden to fill the vacancy of Legislative Director, as presented.

State Treasurer Folwell reminded the Board that there was approval by the State Health Plan Board to charge a \$25.00 per month premium for the 70/30 plan and \$50.00 per month premium for the 80/20 plan and for next year to eliminate the CDHP Plan. He shared that this was the first step towards preserving and strengthening the State Health Plan and the State Pension Plan both for active and retired employees. Treasurer Folwell noted that there was a chance this year that the appropriation just for the State Health Plan will exceed the appropriation for the university system. He stated that the State will lose \$145 million this year, in addition to what we got appropriated, close to \$300 million next year, and close to \$400 million the following year.

Treasurer Folwell also stated that this was tragic that people have been eligible for the State Health Plan for decades, but unlike the pension plan, no money was ever put aside for decades to fund the expenditures that are now hitting the State. He noted that we have a real opportunity to preserve and strengthen these plans.

He then shared with the Board an example from one high school, letters from teachers who had trouble enrolling in the State Health Plan last year. The Treasurer added that the surveys were difficult and prevented employees from getting enrolled in the State Health Plan. He noted that all the credits will be eliminated next year except for the smoking cessation. He stated that the Treasurer's Department will reduce complexity and build the value in the State Health Plan. Treasurer Folwell shared that throughout his career, he has never been asked to verify his wife as someone he is married to or his kids who are someone who belong to him. He noted that there will be more attention on HR Directors and HBR Directors to make

sure that the people enrolled in this plan are the people who are supposed to be in this plan. He also noted that we will be just as evangelical on the providers of services to the health plan. Treasurer Folwell also shared that we have just completed the OPEP Study for the State of NC which now shows we have a \$42 billion liability. He stated that the biggest portion of this belongs to LEAs and school districts across North Carolina. He added that in the coming weeks and months, we will be distributing what each LEAs portion of this liability is. Treasurer Folwell stated that the result will be less complexity for our members, more value, along with certainty and more trust from finance officers from across the state about what this true expenditure is going to be.

Chairman Cobey thanked Treasurer Folwell for his service and addressing this difficult issue, and stressed the need to have honesty and integrity to straighten things out then need to be straighten out.

He also noted for the Board that Superintendent Johnson and he have just signed the Memorandum of Understanding (MOU) between Jiangsu Province Department of Education and the North Carolina State Board of Education, and the NC Department of Public Instruction for continuing cooperation in K-12 education. Chairman Cobey noted that the MOU will be shipped to China for their signatures.

Chairman Cobey shared that the NC Teacher of the Year luncheon follows this meeting, so next month we will announce the new Teacher of Year who will join the Board in July.

Chairman Cobey thanked all Board members, advisors, and staff for preparing for these meetings. Each month there are many pages of materials to read and digest, and Chairman Cobey recognizes the many hours spent preparing, in addition to the time spent here in Raleigh.

ADJOURNMENT

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

<i>Upon motion by <u>Ms. Patricia Willoughby</u> and seconded by, <u>Ms. Rebecca Taylor</u>, Board members voted unanimously to adjourn the April 6, 2017, meeting of the State Board of Education.</i>
