

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
December 2, 2015**

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

A.L. “Buddy” Collins, Vice Chairman	Kevin Howell
Dan Forest, Lt. Governor	Reginald Kenan
Janet Cowell, State Treasurer	Wayne McDevitt
Gregory Alcorn	Olivia Oxendine
Eric C. Davis	Rebecca Taylor
	Patricia Willoughby

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board of Education Vice Chairman A.L. Collins called the Wednesday session of the December 2015 State Board of Education (SBE) meeting to order and declared the Board in official session. After explaining that today’s meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board’s website, he welcomed visitors, online listeners, and Twitter followers. Vice Chairman Collins noted the absence of Chairman Bill Cobey, explaining that he had a commitment this morning, but would join the meeting around lunchtime.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Vice Chairman Collins 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 Vice 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 Vice 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, Vice Chairman Collins drew attention to the full meeting agenda, which is available on eBoard. The Vice Chairman asked if there were any changes to the agenda that Board members wished to request. Hearing none, Vice Chairman Collins asked for a motion to approve the State Board of Education meeting agenda for December 2 and 3, 2015, as presented.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Ms. Patricia Willoughby, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for December 2 and 3, 2015, as presented.

SBE ISSUES SESSION

Vice Chairman Collins explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. He called on State Superintendent June Atkinson to introduce the first Issues Session.

➤ **NC Department of Public Instruction Division Profile**
❖ **North Carolina Residential Schools – Dr. Barbria Bacon (Director)**

Dr. Atkinson stated that each month the NC Department of Public Instruction highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the Division of Education Services for the Deaf and Blind. She recognized Dr. Barbria Bacon to provide an overview of the work of the North Carolina Residential Schools in a series of division presentations.

Using a PowerPoint presentation to describe the responsibilities of the North Carolina Residential Schools, Dr. Bacon shared that the Residential Schools are governed by the State Board of Education and have advisory councils at each school to facilitate the work of the State Board. The Residential Schools receive administrative support from the Department of Public Instruction (DPI) and are LEA-like with site-based management on each campus.

Dr. Bacon provided a historical snapshot of the Residential Programs, speaking briefly about the trajectory growth and development of the Residential Programs in North Carolina. She reported that the State School for the Blind was established in 1845, located in Raleigh; the NC School for the Deaf was established in 1894, located in Morganton; and the Eastern NC School for the Deaf was established in 1964, located in Wilson.

In addition, Dr. Bacon provided an overview of operations in the Residential Programs:

- 24-hr. Medical Services (medically fragile students)
- Transportation to bus stops all over the state
- Day and residential students

- Extended Day and evening instruction
- Community Partnerships (Raleigh Holiday Parade)

Dr. Bacon presented information about the residential schools connecting each to one of the State Board of Education's goals:

- Goal: Every ESDB student graduates from high school prepared for postsecondary education, the world of work, and citizenship.
 - ❖ Preparing students for STEM careers
 - ❖ Competition Day
 - ❖ Robotics Champions
 - ❖ Radio Broadcasting
 - ❖ Community Service
- Goal: Every ESDB student has a personalized education that incorporates up-to-date technology.
 - ❖ Instructional Services
 - ❖ Expanded Core curriculum
 - ❖ Assistive technology
 - ❖ 24-7-365 anytime, anywhere learning
 - ❖ Blended Learning
 - ❖ Arts Education
- Goal: Every ESDB student, every day has excellent educators
 - ❖ Dual certification required
 - ❖ Low incidence
 - ❖ National board certified teachers
 - ❖ Facilitate learning
 - ❖ Promote student ownership for learning
- Goal: Every ESDB student is healthy, safe, and responsible
 - ❖ Competitive sports
 - ❖ Physical education
 - ❖ Independent Living Skills
 - ❖ Hands On
 - ❖ Experiential Opportunities

Dr. Bacon invited the NC School for the Deaf Robotics Team to come forward for a presentation. She introduced Mr. Jeff Lintz (Technology Education Teacher, Coach) and Mr. David Byrd (Co-Sponsor Coach) to introduce the students: Mr. Hunter Isaac (Junior, Newland), Mr. Gustavo Lucha (Senior, Asheville), Ms. Solimar Bonilla (Junior, Concord), and Mr. Patric Durant (Junior, Maiden).

Mr. Lintz explained that the Robotics Club began in the 2014-15 school year, which was funded by a grant. He spoke about the VEX Competition designed as an inclusive, collaborative STEM (Science, Technology, Engineering, and Math) activity that includes the merging of unfamiliar students from other schools as teams in a competitive event working toward a common goal. The ESDB team was the only deaf school represented in the competition. As captain of a three-team alliance, the Signing Paws received the finalist's trophy for NCSD, as did the other two schools in their alliance, in addition to the finalist trophy they won in the regional competition. Altogether, in two competitions, the two NCSD

Robotics Teams won four trophies in the first two months of their existence, and they served as captains of alliances in both championship matches.

The Robotics Team also demonstrated the Robot they just completed for this year's competitive events. The students used an additional robot to deliver two wooden ornaments, one for State Superintendent Atkinson and the other for Chairman Bill Cobey (each depicted the symbol for "I love you" in sign language). Following the presentation, Ms. Solimar Bonilla spoke briefly about her experience and the opportunity to learn and interact with other teams in the competition.

Dr. Atkinson invited the students and their teachers forward to have their photograph taken with members of the State Board of Education.

In closing, Mr. Lintz distributed a copy of the *North Carolinian*, which contains an article and photographs about the Robotics Team and the VEX Competitions; the newsletter contains many other NCSD activities as well.

Dr. Bacon fielded several questions regarding commuters, high school graduates, and the need for attracting excellent teachers by elevating teacher salaries. She also noted that technology is a great equalizer.

➤ **Strategic Plan Discussion**

- ❖ **Mr. Martez Hill (Executive Director, State Board of Education Office)**
- ❖ **Dr. Lou Fabrizio (Director, Data, Research and Federal Policy)**

Vice Chairman A.L. Collins recognized Mr. Martez Hill for a follow-up on the Strategic Plan from the November State Board of Education meeting who in turn recognized Dr. Lou Fabrizio to review the changes to the Board's Strategic Plan based on feedback from the Board.

Dr. Fabrizio prefaced this presentation by directing Board members to the materials located on eBoard, noting that updates in red and underlined reflect the recommended additions since the June 2, 2015, posted version, and additional changes have been made since the last State Board meeting on November 4. Dr. Fabrizio reviewed the changes as noted below:

Mission: The State Board of Education **will use its** constitutional authority to lead and uphold the system of public education in North Carolina.

Board member McDevitt stated that he was okay with the mission statement as presented, but suggested that in the future it be changed to read "will lead and uphold the system of public education in North Carolina because beyond the constitutional authority, it is about moral authority and other authorities as well.

Under Goal 1, the one change is located on pg. 5 – Measure 1.5.1a. Dr. Fabrizio explained that because they came to the Board in November with changes to Measure 1.5.1b there were inconsistencies with the College and Career Ready Standards. Another change for Goal 1 (located on pg. 6) is National

Assessment of Education Progress (NAEP). Dr. Fabrizio reminded Board members that last month Mr. Hill reported that we had the NAEP results for the 2014-15 school year and, based on those results we felt it important to adjust our targets for the 2016-17 school year, noting that the percentage points are now two percentage points higher than attained in the 2014-15 school year.

Under Goal 2, pg. 8, Measure 2.3.1 – the number of STEM- or Global-Ready Schools. Dr. Fabrizio noted that the actual results for the 2013-14 and 2014-15 school year are posted. He drew attention to the note, which states that the data for the 2013-14 and 2014-15 are STEM-Ready only.

Under Goal 3, pg. 15, Dr. Fabrizio reminded Board members that this page is entirely new information dealing with the Equity Plan. Each state in the nation was asked by the U.S. Secretary of Education to update the respective Equity Plans in the state. Dr. Fabrizio reported that North Carolina updated its Equity Plan, which earned final confirmation two weeks ago from the U.S. Department of Education that North Carolina's Equity Plan had been accepted. Dr. Fabrizio stated that on Thursday during the Board's full meeting, he will discuss where North Carolina stands with the Reauthorization of ESEA. He provided a heads up that on pg. 105 of the new reauthorized bill under consideration, it is not called an Equity Plan, but it describes in detail the requirements that must be part of the state's plan for receiving Title I funding. He provided a snapshot of the requirements, noting that what the State Board is seeing in its Strategic Plan is exactly what is expected as part of the state's plan under the new legislation that has been proposed.

Board member Patricia Willoughby referenced the NCSd's difficulty in attracting excellent teachers, stating that the Board needs to address these issues in its Strategic Plan. Vice Chairman Collins stated that staff can be directed to come back to the Board with information to address this issue if the Board wants to add a section on teacher recruitment and retention. Dr. Fabrizio suggested a presentation on the USED's approved Equity Plan for North Carolina because these issues are addressed in that plan. A brief discussion ensued about including teacher recruitment in the Strategic Plan. Board member Olivia Oxendine stated that she would like to know about the operational steps for impacting the decline. State Superintendent shared that the Board would hear more about this issue later on during the meeting, but noted that one approach is what is being done with District and School Transformation in many of the schools that would be included in this measure. Another is the work being done with Principal Ready to help principals provide support for teachers in the classrooms, and another is the use of data in helping to identify challenges that teachers have, and provide the necessary resources through Home Base. In addition, there is the whole effort of Teacher Effectiveness, which is also geared toward this goal, according to Dr. Atkinson. In response, Dr. Oxendine stated that North Carolina needs to think more robustly to ensure we have highly effective teachers going into low-performing school communities. In response, Dr. Atkinson stated that there are highly effective teachers in many school districts serving low-performing students, but that there is still a gap. A brief conversation ensued about the benefits of the equity training in identifying strategies. Board member Wayne McDevitt clarified that the Board is tweaking the Strategic Plan mid-year, and it sounds like the next iteration of strategic planning needs to be centered on the larger discussions like teacher retention and recruitment in the spring. Vice Chairman Cobey suggested directing Mr. Hill and Mr. Fabrizio to take these discussion points and ready them for the spring.

Indicating that there were no additional changes in Goals 4 and 5, Dr. Fabrizio stated that if the Board desires, they can accept the edits as presented. He would then post a clean copy on the State Board's website. Vice Chairman Collins asked for a motion to approve the edits as presented.

Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Rebecca Taylor, the Board voted unanimously to accept the revisions to the Strategic Plan as presented.

A brief discussion occurred about a future discussion related to how these Goals and Objectives are being used in the field. Dr. Atkinson stated that since the Board has voted today, she will share this plan with the Superintendents on Friday during the Superintendents' Quarterly. She also reported that schools are using the Board's Strategic Plan to set goals in their own schools and districts. Board member Rebecca Taylor concurred with Dr. Atkinson, reporting that she has seen firsthand how school systems use the State Board's Strategic Plan to develop their own plans. Dr. Atkinson stated that it would be helpful for staff to receive feedback from Board members as it relates to the bigger rock items they want to discuss or add to the Strategic Plan in the spring. She shared that the Education Cabinet is scheduled to meet on January 23, and she anticipates a focus on how each entity's responsibility for meeting the 67% college-educated citizens' goal in North Carolina, which was part of the earlier conversation.

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

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman

A.L. "Buddy" Collins, Vice Chairman

Dan Forest, Lt. Governor

Janet Cowell, State Treasurer

Gregory Alcorn

Eric C. Davis

Kevin Howell

Reginald Kenan

Wayne McDevitt

Olivia Oxendine

Rebecca Taylor

Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent

Evelyn Bulluck, Local Board Member Advisor

Rodney Shotwell, Superintendent Advisor

Steve Lassiter, Principal of the Year Advisor

James Ford, Teacher of the Year Advisor

Keana Triplett, Teacher of the Year Advisor

Grace Russell, Senior Student Advisor

Yates McConnell, Junior Student Advisor

CLOSED SESSION

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

Upon motion made by Vice Chairman A. L. Collins and seconded by Mr. Greg Alcorn, the Board voted unanimously to convene in Closed Session to discuss personnel matters and consult with its attorneys on attorney-client privileged matters.

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

Upon motion made by Mr. Wayne McDevitt, and seconded by Dr. Olivia Oxendine, the Board voted unanimously to recess the State Board of Education meeting until Thursday, December 3, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
December 3, 2015**

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

William Cobey, Chairman	Reginald Kenan
A.L. “Buddy” Collins, Vice Chairman	Wayne McDevitt
Gregory Alcorn	Olivia Oxendine
Eric C. Davis	Rebecca Taylor
Kevin Howell	Patricia Willoughby

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the December 2015 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that, in addition to holding its Committee meetings, the Board heard two Issues Sessions: North Carolina Residential Schools and Strategic Plan Discussion, and approved its December agenda on Wednesday.

ETHICS STATEMENT

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

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

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Bill Cobey requested a motion to approve the minutes of the November 4 and 5, 2015, State Board of Education meeting.
- There was no discussion.

Mr. Gregory Alcorn made a motion to approve the minutes of the November 4 and 5, 2015, State Board of Education meeting. Seconded by Mr. Eric Davis, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

Presidential Awards in Math and Science

- **2013 Presidential Awardee in Mathematics**
 - ❖ **Ms. Julie Riggins (East Forsyth High School, Winston-Salem/Forsyth County Schools)**
- **2015 North Carolina Presidential Awards Finalists in Mathematics**
 - ❖ **Ms. Lauren Baucom (Forest Hills High School, Union County Schools)**
 - ❖ **Ms. Maureen Fitzsimmons (Mooresville Middle School, Mooresville Graded School District)**
 - ❖ **Ms. Sara Vaughn (Northwest Middle School, Guilford County Schools)**
- **2015 North Carolina Presidential Awards Finalists in Science**
 - ❖ **Mr. Jonathan Bennett (North Carolina School of Science and Mathematics, Durham)**
 - ❖ **Ms. Ronda Champion (Crest High School, Cleveland County Schools)**
 - ❖ **Ms. Amanda Clapp (Smoky Mountain High School, Jackson County Schools)**
 - ❖ **Ms. Karen Newman (Durham Academy, Durham)**

Dr. Atkinson recognized Ms. Kitty Rutherford (Elementary Math Consultant and Mathematics State Coordinator) to present the Presidential Awards.

Ms. Rutherford prefaced the recognitions by drawing attention to a pamphlet about the Presidential Awards Program, noting that the pamphlet is used to nominated outstanding math and science teachers. She asked State Board members to consider nominating a teacher in their district in the future. She explained that this award is considered the highest recognition for any K-12 mathematics and science teacher, explaining that the President typically bestows this award on one science teacher and one mathematics teacher per state every year. The recipients of this prestigious award receive a \$10,000.00 National Science Foundation (NSF) award, a celebratory trip to Washington, DC, for the recognition event, and a citation signed by the President. The awardees serve as models for their colleagues, inspiration in their communities, and are leaders in mathematics and science education.

Ms. Rutherford added that the NC Finalists are being recognized for their contributions in the classroom and to their profession. In addition, she explained that the finalists are patiently waiting to hear from the NSF, on behalf of the White House's Office of Science and Technology policy about the results of the next level competition.

The teachers were invited forward to receive a plaque in recognition of their award. The presentations were photographed.

Following the presentations, Vice Chairman A.L. Collins gave special recognition to Ms. Riggins (his son's math teacher) on behalf of all of the parents of the kids she has taught. He thanked her, noting that this is an honor well deserved.

➤ **America's Best School Bus Inspector – National Winner**
❖ **Mr. Dustin Wells (Pitt County Schools)**

State Superintendent Atkinson recognized Mr. Derek Graham (Section Chief, Transportation Services) to present America's Best School Bus Inspector.

Mr. Graham noted that Dr. Ethan Lenker (Superintendent, Pitt County Schools) is present as a very proud superintendent because today the State Board is recognizing America's Best School Bus Inspector, Mr. Dustin Wells. Mr. Graham spoke briefly about the importance of school bus safety inspections, which occur every 30 days for each school bus across the state.

Mr. Graham also spoke briefly about the state's School Bus Inspection Competition, noting that there were nearly 40 entries this year. The top 12 finishers on a written test also compete in a hands-on inspection. Mr. Graham shared that Mr. Wells was named North Carolina's top school bus inspector last year and was also named this year's top school bus inspector. Consequently, Mr. Wells competed in the national competition in Virginia and emerged as the nation's top school bus inspector this year.

Mr. Wells was invited forward to receive a framed certificate. The presentation was photographed. Mr. Wells was joined for a photograph by Superintendent Lenker, Mr. Joey Wetherington (Transportation Director, Pitt County Schools), and Mr. Matt Johnson (Executive Director of Operations, Pitt County Schools).

➤ **North Carolina 2015-16 Milken Award Winner**
❖ **Mr. Eric Patin (Science Teacher, Chatham Central High School, Chatham County Schools)**

State Superintendent Atkinson recognized Dr. Sonja Brown (National Board Office and Coordinator of Special Recognition Programs) to present the 2015-16 Milken Award Winner.

Dr. Brown explained that on October 15 she traveled with Dr. Atkinson and leaders from the Milken Foundation in California to Chatham County Schools to deliver a \$25 thousand unrestrictive check to Mr. Eric Patin – the 2015-16 Milken Award Winner in North Carolina. Mr. Patin was selected from a talent pool of educators and received this honor and check unexpectedly in recognition of his skills, dedication, and overall performance as an educator. Dr. Brown explained that the Milken Educator

Awards Program rewards and inspires excellence in education by honoring top educators around the country with these \$25 thousand dollar checks. The awards program targets early- to mid-career education professionals for their already impressive achievements, and more significantly for the promise of what they will accomplish in the future. Dr. Brown stated that this award is commonly referred to as the “Oscars of Teaching” and is well noted for bringing attention to classroom heroes.

Dr. Brown shared that Mr. Patin heads the Chatham Central High School Science Department and is a sought after teacher known as a valued mentor to his colleagues and students. She noted that his data driven approach to instruction and rapport with young people has led many struggling Chatham Central High School students to academic success. Dr. Brown stated that Mr. Patin’s science courses are rooted in constant student assessment, which he analyzes weekly to guide activities that meet the needs of his students. Dr. Brown also noted that all 20 of Mr. Patin’s first-year AVID students who graduated last year were accepted to at least one four-year college, amassing more than \$3 million in scholarship awards. At graduation, each of these students referenced Mr. Patin’s influence as an important factor in their accomplishment, according to Dr. Brown.

Mr. Patin was invited forward to receive an obelisk from the State Board and the Milkin Education Foundation. Mr. Patin was accompanied by his wife, Dr. Derrick Jordan (Superintendent, Chatham County Schools) and Mr. Mitchell Stensland (Principal, Chatham Central High School). The presentation was photographed.

Mr. Patin shared that one thing he has discovered through this process of receiving this recognition is that it is not really about him, but rather all of the teachers in North Carolina who do so much every day and work so hard for the students. He added that he is the representative of so many deserving teachers across the state.

Following the presentation, State Superintendent Atkinson noted that there is a wall on the first floor of the Education Building that honors teachers who have been in the classroom for more than 50 years. She explained that while visiting Chatham Central High School she met Mr. Ronald Scott who has been in public education for more than 56 years. Dr. Atkinson expressed appreciation to Mr. Scott for his service and commitment to the students of Chatham County. He was invited forward for a photograph to be added to the wall.

Mr. Scott shared that his entire career has been spent in Chatham County and, in fact, Chatham Central High School where he has served as a social studies teacher, assistant principal, athletic director, coached four different sports, and has taught driver’s education for many years. Mr. Scott stated that education is a wonderful profession. He expressed appreciation for being recognized by the State Board of Education.

➤ **Outgoing State Board of Education Local Board Advisor**
❖ **Ms. Evelyn Bulluck (Local Board of Education Member, Nash Rocky Mount Schools)**

On behalf of the State Board, Chairman Bill Cobey thanked Ms. Bulluck for her commitment to public education and her service to the State Board of Education. She was invited forward to receive a crystal apple. Ms. Bulluck spoke briefly about her experiences as a Board Advisor. The presentation

was photographed. Board member Wayne McDevitt shared that he had the privilege of attending the School Board Association's Conference several weeks ago, sharing that it was very apparent that Ms. Bulluck's commitment as a local board member garnered much respect from her colleagues.

STATE SUPERINTENDENT'S REPORT

NCDPI Division Spotlight

Education Services for the Deaf and Blind

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the Division of Education Services for the Deaf and Blind. Education Services for the Deaf and Blind:

- Manages a \$21 million budget and the administration of the Governor Morehead School for the Blind in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson.
- Provides comprehensive individualized educational services for students with visual and auditory impairments to meet the requirements of the *North Carolina Standard Course of Study* and the *Expanded Core Curriculum* to prepare for postsecondary education, the world of work, and independent living.
- Partners with the community in the provision of preschool education for students with varying visual and auditory abilities.
- Supports local education agencies (LEAs) in meeting the needs of their students who have auditory or visual challenges by utilizing data provided by the LEA as a basis for intensive instruction.
- Provides wrap around services to support student care, safety and student responsibility utilizing residential services as a teaching and learning environment.
- Collaborates with national and state partners to improve instructional practices and develop and utilize high quality, systematic professional development models for teaching students with visual and auditory impairments.

Superintendents' Teacher Advisory Council Meets

The Superintendent's Teacher Advisory Council met November 12 in Raleigh. Agenda topics included:

- Proof of Concept on Testing
- Standard 6 and student surveys
- Building regional networks
- Digital Learning Plan and Home Base

At the request of Dr. Atkinson, Teacher of the Year Advisor Keana Triplett shared teacher comments from that advisory meeting about the student surveys. Specifically, she noted that along with the regional teachers of the year, she is excited about the student surveys. She reported that many of her colleagues utilize student surveys in their own classrooms and find that it helps make them better professionals because they know exactly what their stakeholders are getting in the classroom and how they feel (relationships with students). She reported that there was also great discussion about how principals can use this tool, not as a punitive tool, but as something to help them grow as well, and how they observe in the classroom and are held accountable to ensure they are looking for things that will help the teachers become better.

Distinguished Title I Winners 2015

Two schools will represent North Carolina at the National Title I Conference in Houston this spring. Congratulations to:

- District & Elementary School in Cumberland County – Category I winner
- Henderson Collegiate Charter School in Vance County – Category II winner

Winning schools are recognized by category.

- Category I – recognized for sustained high student performance over three years.
- Category II – recognized for high growth in closing the achievement gap between student groups

Since 1996, North Carolina's National Title I Distinguished Schools program has recognized two outstanding Title I schools each year. Winning schools have excelled in

- Innovation and the use of research-based instructional strategies
- Provision of ongoing, quality professional development for all staff
- Strong partnerships with families, community organizations and business stakeholders; and
- A systemic belief that all students can achieve to high standards if provided access to a rigorous curriculum in a supportive, nurturing environment.

STEM Team Places Third In National Competition

Congratulations to Team AeroHead from STEM Early College NC A&T (Guilford County Schools) for placing third nationally in the Read World Design Challenge.

- This annual high school STEM competition focuses on Unmanned Aerial Systems and precision agriculture.
- Teams representing 19 states participated in this year's challenge.
- This year's competition objective specifically targeted the efficient application of pesticide to control local crop predation.
- Competing teams employed concepts from engineering technology to support product improvement, industrial processes and operational functions.
- Each state's winning team was invited to the National Challenge whereby presentations addressing their findings were presented before panels of expert Challenge judges representing industry, university, engineering and aviation.

Principal READY**Fall Professional Development for Administrators**

Eight statewide professional development sessions held in November for principals included the following topics:

- Student growth, Analysis of Student Work and effectiveness data
- EVAAS conversations with teachers
- Supporting beginning teachers with feedback
- Coaching for instructional improvement
- Identifying evidences of improvement using the evaluation rubric

These sessions were open to all LEA and charter administrators.

- More than 700 administrators in attendance
- More than 40 charter schools represented

Online Learning Modules (NC Educator Evaluation System) 12 Facilitated Online Modules Launch in January 2016

Registration for free online learning modules, ranging from 14 weeks to five weeks opens in January in NCDPI's Educator Professional Development system in Home Base. Facilitated modules include:

- Seize the Data: Empowering Teachers to Create and Use Assessment and Measurement
- Implementing Action Research in the Classroom
- Building and Sustaining Professional Development
- Connecting with our 21st Century Learners
- Digital Literacies in the K-12 Classroom
- Introduction to Data Literacy
- Universal Design for Learning in the Classroom
- North Carolina Teacher Standards and Evaluation Process
- Responsibilities of the 21st-Century Educator
- Literacy in History/Social Studies, Science and Technical Subjects
- Literacy in History/Social Studies, Science and Technical Subjects
- Effective Digital Strategies in the Classroom

To see all available, free online modules or to print a flyer, see this link: <http://www.rt3nc.org/>

New Additions Join DPI Team

- Angela Jackson – Education Program Director – Educator Recruitment & Development
- Craston Artis – Education Consultant II – K-12 Curriculum and Instruction
- Cynthia Ferguson – Processing Assistant IV – State Superintendent
- John Grimes – Personal Analyst I – Human Resources
- Tiffany Kinney – Technology Support Specialist - NCWISE
- Damion Lewis – Education Consultant II – District and School Transformation
- Ashley Orr – Education Consultant II – Career and Technical Education
- Nathan Craver – Education Consultant II – K-12 Instructional Technology
- Patricia Schott – Personnel Technician II – Human Resources

➤ Recent Activities of the State Superintendent

Attended and/or delivered remarks/keynote address at

- Council of State, Raleigh, NC
- Lee County Citizens Group, Sanford, NC
- Moore County Schools District Conference for Teachers, Cameron, NC
- Leadership NC Reception, Raleigh, NC
- STEM School of Distinction Recognition Luncheon, Raleigh, NC
- NC PAPA Distinguished Leadership in Practice for Digital Learning Graduation, Raleigh, NC
- TESOL Conference, Myrtle Beach, SC
- Pathways to Learning Discussion, Isothermal Community College Spindale, NC
- NCCAT Board of Trustees meeting, Raleigh, NC
- 2015 NC Awards Gala, Durham, NC
- Western Regional Education Service Alliance, Asheville, NC
- CCSSO Women in Leadership Retreat, Cary, NC
- CCSSO Annual Policy Forum, Charlotte, NC

- CCSSO Board of Directors Meeting, Charlotte, NC

Visited

- Penny Road Elementary School, Cary, NC
- Muddy Sneakers Program, Sugar Loaf Elementary School, Cedar Mountain, NC

ESEA Reauthorization Update

State Superintendent June Atkinson recognized Dr. Lou Fabrizio (Director, Data, Research and Federal Policy) to provide an update about the ESEA Reauthorization.

Dr. Fabrizio reported that the U.S. House of Representatives passed the Every Student Succeeds Act (ESSA) bill by a wide bipartisan margin on the evening of December 2, 2015. The vote was 359 to 64 (about 85%); NC House Delegation was 9 to 4 (about 70%). It is a 1,059 page bill and it will go to the U.S. Senate for a vote probably next Tuesday, December 8, 2015. The President of the United States, the U.S. Secretary of Education and many other groups have voiced support for the bill. CCSSO has a 39-page summary of the bill. This House vote is very different from the one several months ago when the House Education and the Workforce Committee passed a partisan bill with not a single Democrat voting in favor of it. The Senate, on the other hand, passed out of the Health, Education, Labor and Pensions (HELP) Committee a bill with bipartisan support. Both the House bill and the Senate bill passed in their respective chambers and a conference committee was established to produce a bipartisan conference report which resulted in the current version of the bill. ESEA is eight years overdue for reauthorization, and the Every Student Succeeds Act is a critical step forward.

Here are some (but not all) aspects of the bill:

- It maintains annual assessments in grades 3-8 and high school.
- It reaffirms that states are in control of their standards (which must be challenging) and assessments.
- It sets parameters for a state's accountability systems, but gives each state the flexibility to design a school accountability system that best meet the needs of the students in the state.
- It requires involvement of various stakeholders including timely and meaningful consultation with the governor in the development of the state's plan. The governor must be given 30 days to sign the plan, but it can be submitted to the US Department of Education (USED) after the 30 days even if the governor does not sign it.
- It gives states the flexibility to work with local stakeholders to determine how educators should be evaluated and supported each year.
- It provides for innovative assessment pilots at the state level so states can research new and improved methods of measuring student progress from year to year. Up to seven (7) states may be selected but that number could increase over time. It will be up to the Secretary of Education to determine the application process and timeline for submission to be one of the pilot states.
- It eliminates the phrase "adequate yearly progress" (AYP).
- There is no set of required federal sanctions, but interventions used in schools needing assistance and support must be evidence-based.
- Students with limited English proficiency will be allowed to remain in the English Learner (EL) subgroup for up to four (4) years after existing the EL classification. This prevents the EL subgroup from always having students with the lowest levels of English proficiency for accountability purposes.

- It maintains many reporting requirements including the State Report Card (SRC). There are 10 pages in the bill regarding the SRC and it is being expanded to include information on homeless students, foster youth, students of parents on active duty in the military, information on acquisition of English proficiency by English Learners and professional qualifications of teachers to name a few.
- Some of the federal money received for assessments may be used to conduct audits of state or local assessments as a way to reduce redundant assessments.
- It maintains a 1% cap on students with the most significant cognitive disabilities, but applies the cap to the number of these students taking alternate assessments and not to capping the percentages of these students being deemed proficient for accountability purposes as under the current law. If an LEA exceeds the 1% cap, it will have to justify it to the state education agency.
- States will have to identify, at a minimum, the lowest 5% of Title I schools and high schools with graduation rates lower than 67%.
- It places many limitations on the authority of the Secretary and this includes the inability to require additions or deletions to a state's academic content standards or to prescribe specific goals of progress, specific assessments, weights of measures or indicators, etc.
- All current ESEA Flexibility Waivers will be null and void as of August 1, 2016. Any schools currently identified for support and assistance must be maintained for the 2016-17 school year. Implementation of new state plans (once approved by the USED) will start with the 2017-18 school year.
- The accountability plans must include goals for academic indicators (improved academic achievement on State assessments, a measure of student growth or other statewide academic indicator for elementary and middle schools, graduation rates for high schools, and progress in achieving proficiency for English Learners) and a measure of school quality and student success (examples include student and educator engagement, access and completion of advanced coursework, postsecondary readiness, school climate and safety). Participation rates on the assessments must also be included in the plan.
- It eliminates the federal School Improvement Grants (SIG), but allows states to reserve 7% of Title I funds to make grants available to low-performing schools.
- It combines some 50 programs into a big block grant.

Dr. Atkinson recognized Vice Chairman A.L. Collins for comments as the State Board of Education's representative.

Vice Chairman Collins expressed cautious optimism, noting that the bill is probably better than what we had. He shared that Senator Burr's Deputy Legislative Director Chris Toppings has agreed to host a continuing education session in North Carolina in early 2016, which may involve other education policy individuals from North Carolina's Congressional delegation. He also noted that various reports will be provided from people who are analyzing the bill. Mr. Collins believes that this reauthorization will provide states with more flexibility than in past years.

Dr. Atkinson explained that DPI will have to have a propensity for action because of the elimination of the waivers and the work that must be in place by August 16. She noted four major areas of work where the Department will need to involve stakeholders and bring to the Board for acceptance: assessment, innovation of assessment, accountability, and teacher evaluation. In addition, Dr. Atkinson reported that she is scheduled to meet next week with the Interim Secretary of Education,

noting that the Board can rest assured that the Department wants to be one of the seven states associated with the innovation of assessments.

Dr. Fabrizio reminded Board members that it has taken eight years for this legislation to (hopefully) be reauthorized by this coming Tuesday, December 8.

Board member Wayne McDevitt requested a briefing paper of the 1,059 page report as soon as possible. The request was noted. Dr. Fabrizio also shared that he asked the Council of Chief State School Officers to provide specific decision points that states are required to make. In response to Mr. McDevitt's request, Dr. Fabrizio spoke briefly about the changes in the bill.

INFORMATION AGENDA

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

INFORMATION

SLA 2 – Science Assessments Alignment Study Report

Policy Implications: No Child Left Behind (NCLB)

SBE Strategic Plan:

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

Objective 1.2: Graduate students prepared for postsecondary education.

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

Description:

In September 2014, the North Carolina Department of Public Instruction (NCDPI) contracted with the Wisconsin Center for Education Research to conduct an in-depth study of the alignment of the state's assessments for mathematics, reading and science to the *North Carolina Standard Course of Study* standards. The report focuses explicitly on the relationship between the assessments and their respective content standards or curricular goals. This study collected and examined a comprehensive set of content descriptions covering the full span of the assessment instruments for mathematics and English language arts/reading in grades 3 through 8, science in grades 5 and 8, as well as one end-of-course assessment for high school mathematics and reading (i.e., English II, Math I, and Biology).

The alignment report for mathematics and English language arts were shared with the Board at the June 4, 2015, meeting.

The Grades 5 and 8 End-of-Grade Science and End-of-Course Biology assessments used by the state are well-aligned to the *North Carolina Essential Standards*. The results make clear that the design of the assessments attended to the content embedded in the standards and the implementation of that design yielded assessment instruments with strong alignment characteristics.

Results for the science assessments were finalized in October 2015 and included in the final report, which is being presented to the Board at the December meeting.

Recommendations:

N/A

Discussion/Comments:

- SLA Committee Chair Eric Davis reminded the Board that during its June 2015 meeting the Board received a similar report on Mathematics and English/Language Arts assessment alignment. He recognized Dr. Tammy Howard to provide the report for science in grades 5 and 8 and End-of-Course Biology assessments.
- Dr. Howard prefaced this presentation by explaining that this is the complete alignment report for the general assessments administered in grades 3 through 8 and high school. She explained that all of the science assessments were determined to be well aligned.
- Dr. Howard explained that the alignment of assessments is a feature of the assessments that will not go away with the reauthorization; it will continue to be the expectation with assessments, i.e., what we are expecting students to know and be able to do and that our assessments can measure those objectives.
- Dr. Howard spoke briefly about the alignment process, which begins not just with external review as a result of the report, but rather it begins with the very first step in the test development process, which begins with the State Board's adoption of content standards. Dr. Howard described the alignment process, which is multi-faceted. According to Dr. Howard, from the Department's vantage point, going through this long test development process, administering the assessments, and getting to external alignment is a validation of those assessments in the State of North Carolina that we are measuring the content standards that were adopted by the State Board of Education. In addition, Dr. Howard also briefly described the process when the Department has a concern about alignment, noting that the purpose of the study is to identify any areas that may need improvement. She elaborated briefly about the comments related to third grade math not being rigorous enough.
- Board member Patricia Willoughby asked for clarification purposes if the items on the assessments are created by North Carolina teachers. Dr. Howard confirmed that this is correct.
- Board member Olivia Oxendine asked how depth of knowledge is determined when the standards do not reference depth of knowledge. According to Dr. Howard, part of the alignment process in the staff development process as well as the alignment study is to review the standards and do an evaluation of the depth of knowledge of what the standard is requiring. She elaborated further on this edition of the assessments based on experiences with Edition 3 of the assessments by integrating the depth of knowledge process into the item development.
- Dr. Oxendine stated that it would be helpful if teachers knew in advance that a certain band or rubric needs to be taught at a certain depth of knowledge. A brief discussion ensued about the released items, which show the standards alignment and depth of knowledge.
- State Superintendent Atkinson stated that one of the benefits of the Proof of Concept is that as we administer the assessments the Department is receiving feedback showing the application/recall. She stated that it is important that we have the confidence of our educators about the assessments. As a result, we are convening a group of superintendents on December 16 where the Department will share the evaluation studies and the processes DPI goes through in developing the assessments. According to Dr. Atkinson, the superintendents' feedback will be used to make recommendations as we move forward with assessments. She added that, in North Carolina, 85 of 115 LEA

superintendents are relatively new superintendents; therefore, staff recognizes that we need to have more involvement with the new superintendents so that they will know all of the processes involved in evaluation. Dr. Howard added that the Curriculum and Instruction staff unpack the content standards and have a vast array of materials that break down the content standards for the teachers as a resource.

- There was no further discussion.

This item is for information only. (See Attachment SLA 2)

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

INFORMATION

EICS 9 – 2015-16 District and School Transformation Service and Support

Policy Implications: General Statute §115C-105.37, §115C-105.39A

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

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

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

An update on Low Performing District/School Improvement Plans submitted and Service Delivery Model for District and School Transformation Coaching Services will be shared with the State Board on Thursday, December 3, 2015.

Recommendations:

This information keeps the State Board of Education informed about the Improvement Plan process, submission and the direct services provided by District and School Transformation Division

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor prefaced this next Information item by reminding Board members that there are a total of 541 low-performing schools (15 LEAs). She stated that the

Department staff members have been working diligently to review the school and district plans as submitted. She recognized Dr. Nancy Barbour to provide a status update.

- Dr. Barbour prefaced her report by sharing that she is extremely proud of the District and School Transformation staff members who have worked diligently to review and provide feedback on all of the plans submitted.
- Using a PowerPoint presentation, Dr. Barbour provided a status update on the review process and spoke briefly about the simultaneous upfront work of support and implementation of improvement strategies, which begin in January. She noted that materials in addition to the PowerPoint are available on eBoard.
- Dr. Barbour reviewed the new legislative definition of low-performing districts and schools, noting that 581 schools and 15 districts have been identified, according to the definitions. She clarified that the 581 schools are actually contained within the 15 districts (i.e., duplicate numbers).
- Dr. Barbour provided a status update of the work associated with the low-performing districts and schools since October 1, noting that six webinars were conducted to explain the new legislation and requirements for low-performing districts and schools. A website was created with information regarding legislation, templates and resources, and the submission process for plans. Dr. Barbour shared that as of December 1, plan submissions include:
 - 364/440 School Plans Submitted (if schools are in a low-performing district; a district plan is submitted)
 - 13/15 District Plans Submitted
 - 313/455 District and School Plans returned with feedback (each plan read individually by a staff member). Dr. Barbour spoke briefly about the template used for the plans, noting that plans range from four to 50 pages, which take anywhere between two hours to much longer to provide meaningful feedback – within the five day turnaround (a personal goal for the division). Based on the statute, Friday, December 5, is the deadline for submitting plans. The division will shore up today the process for follow-up with those schools and districts that have not submitted plans by Friday, according to Dr. Barbour.
- Board member Olivia Oxendine asked about the requirement of a second plan. Dr. Barbour explained that the law states that districts and schools can consider the feedback provided; it is not a requirement by statute. She noted that the majority of districts and schools are asking for time to incorporate the feedback. In response to Dr. Oxendine's follow-up question about monitoring, Dr. Barbour stated that the final phase of the process is to place the final plans on a webpage created on NCDPI's website under District and School Transformation to post all of the plans as PDFs, which is now ready to go live. Seventy-seven final plans have been submitted. As it relates to those schools that do not get direct services, Dr. Barbour stated that conversations are occurring about how to monitor those schools.
- A brief discussion occurred about the time staff members have spent on reviewing and providing feedback on the plans. Dr. Barbour elaborated on the detailed rubric developed last summer for school improvement plans and the assignment of low-performing schools and districts to staff ranging from 10 to 15 plans per person to read and provide summative feedback within in five days.
- Board member Eric Davis shared that he is interested in knowing how DPI will monitor the effectiveness and the output as a result of these plans, and how the knowledge is shared with other schools and districts for those plans that see improvement. The request was noted for a future discussion.

- Dr. Oxendine asked why the Department could not have used the existing Schools Improvement Plans or components of said plans for planning purposes. Dr. Barbour noted that School Improvement Plans have been used as a resource and have been made available to schools and districts; she spoke briefly about the process. In addition, Dr. Barbour shared that a notebook containing all of the plans and feedback will be created for Board members.
- As it relates to services, Dr. Barbour spoke about data driven decision making, Comprehensive Needs Assessment and Unpacking, and customized professional development, which include:
 - District and School Transformation Staff to Provide Direct Service in the Field
 - Coaching and Professional Development
 - Serving Halifax = 6.5 Positions
 - Coaching Services = 32.5 Positions (Including Vacancies)
- Dr. Barbour also addressed the process for deployment of DST resources for 581 low-performing schools/districts, including personal contact with districts and schools, analyzing performance data by grade span, and developing and determining service models. She spoke about developing several optional service models, noting that the Department recommends Option A below after gathering feedback from the low-performing schools and districts. She also spoke briefly about a cost analysis.

Option A: Proportional Service

75 schools in 25 districts, DTC for every low-performing district, school leadership and classroom coaching in all schools

- 38 Elementary Schools – Grade Level Proficient (GLP) Performance Composite <31.0
 - 26 Middle Schools – GLP Performance Composite <33.9
 - 11 High Schools – GLP Performance Composite <25.9
- Board member Patricia Willoughby requested that Dr. Barbour speak specifically to the support the Department is giving those LEAs designated as low-performing related to pre-school programs at a later meeting. Noting the request, Dr. Barbour elaborated on a collaborative effort (service support councils), which has representation from across DPI divisions to address some of the needs at the district level.
- A brief discussion ensued about the communication efforts to stay connected with the 581 schools and districts.
- Dr. Atkinson drew the Board’s attention to the previously mentioned online modules, noting that they mirror many of the needs of the school districts.
- Board member Eric Davis asked about the relationship between the policy considered on Wednesday around school improvement and the service options, specifically he wanted to know how the service offerings connect to the models the districts may choose. Dr. Barbour explained that when you dig deeper into the four transformation models, what DST provides aligns with best practices. She explained that the models provide a big picture for alternative ways of thinking about the way a school is structured for schools that are continually low performing that have not shown improvement over a three-year timeframe. She spoke briefly about the process.
- Dr. Oxendine asked if the law allows for school systems to opt out of services and monitoring by the Department. Dr. Barbour explained that actually the services from District and School Transformation are not statutorily decided. The statutory requirement is about writing the plans, submitting the plans, and getting feedback, alerting personnel and parents and keeping them informed. She added however that historically the DST’s work has been centered on support and service to those low-performing schools. A brief discussion ensued about the services provided in

the past and the model developed in collaboration with the Boston Consulting Group, which is a partnership to help build capacity in the schools. Dr. Garland explained that the Department does not do mandated assistance any longer, noting that even in Halifax County it is with a Consent Order where the district and Department agreed that DPI would be there as a very involved partner.

- There was no further discussion.

This item is for information only. (See Attachment EICS 9)

CONSENT AGENDA

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

Chairman Cobey noted a total of five items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve the slate of consent items as presented.

Upon motion by Dr. Olivia Oxendine and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments BSOP 3, SLA 3, SLA 4, SLA 5, and EICS 10)

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

CONSENT

BSOP 3 – Report to the North Carolina General Assembly: Limit Local Board of Education Waivers

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

SBE Strategic Plan:

N/A

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent)

Description:

Pursuant to House Bill 97, Session Law 2015-241, Section 8A6a, the North Carolina State Board of Education (NCSBE) is required to submit an annual report on waivers granted to local education agencies. The attached report lists current waivers granted by the NCSBE to state laws, where permissible, or to its own rules. This report will be updated annually and presented to the NCSBE in October of each year.

The NC General Assembly granted an extension for the 2015 report due to the date the budget bill became law.

Recommendations:

It is recommended that the State Board of Education approve the report for submission to the Joint Legislative Education Oversight Committee by December 15, 2015.

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

CONSENT

SLA 3 – Title III Annual Measureable Achievement Objectives (AMAO) Status Report for 2014-15

Policy Implications: SBE Policy #GCS-A-012, No Child Left Behind (NCLB)

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

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

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

Description:

As a part of the *No Child Left Behind Act* (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Achievement Objectives (AMAOs). The three objectives include the following.

- 1) Students identified as limited English proficient shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test: 1) increase to the next English language proficiency level; 2) increase the previous score by 0.5; or 3) reach the Comprehensive Objective Composite (COC).
- 2) There must be an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state-identified English language proficiency test. Effective with the 2008-09 school year and beyond, students must meet the COC as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state’s annual English language proficiency test.
- 3) The percent of students in the LEP subgroup must annually meet its Annual Measurable Objectives (AMO) targets for academic proficiency in English language arts and mathematics.

LEAs that do not meet their AMAO targets two years in a row will be required to develop a detailed improvement plan as required by NCLB. See the attachments for additional information and a statistical summary of results.

Recommendations:

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

CONSENT

SLA 4 – Report to the North Carolina General Assembly: Students with Limited English Language Proficiency

Policy Implications: Session Law 2003-284, Section 7.15(b)

SBE Strategic Plan:

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

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 all state and federal funding according to State and federal laws and State Board of Education policies.

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Ms. Christie Lynch Ebert (Section Chief, K-12 Programs Area, Division of K-12 Curriculum and Instruction)

Description:

This report provides the Headcount of Limited English Proficient Students in North Carolina Public Schools as of October 1, 2015. In accordance with SL 2003-284, Section 7.15(b), the Department of Public Instruction is required to prepare a headcount of all limited English proficient (LEP) students and report it to the Joint Legislative Education Oversight Committee by December 15 of each year.

The current enrollment of those students identified and assessed as limited English proficient in accordance with the policies of the State Board of Education (SBE) as of October 1, 2015, is included in the report. The report includes an accompanying table, which lists the number of students by all LEAs and charter schools.

Recommendations:

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

CONSENT

SLA 5 – Report to the North Carolina General Assembly: Education of Children in Private Psychiatric Residential Treatment Facilities (PRTFs)

Policy Implications: Session Law 2014-100 (Senate Bill 744)

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Goal 2: Every student has a personalized education.

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

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: DHHS and DPI, in collaboration with other interested agencies, shall submit its initial joint report, as required by G.S. §122C-450.4, to the Joint Legislative Education Oversight Committee and to the Joint Legislative Oversight Committee on Health and Human Services by January 15, 2016.

Recommendations:

It is recommended that the State Board of Education accept this report for submission to the Joint Legislative Education Oversight Committee.

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

CONSENT

EICS 10 – Charter Amendment for Bridges Academy

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

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

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

Description:

State Board Policy TCS-U-014 lists those charter amendments that can be approved by the Office of Charter Schools and those that must be approved by the State Board. An amendment that alters a

charter school’s “mission or targeted student population” is one that must be approved by the State Board.

Bridges Academy is a K-8 charter school located in Yadkin County. The school is seeking to amend its original mission statement, which is as follows:

“Creating a nurturing environment where children and teachers can tingle with discovery is the mission of Bridges Academy. The school is founded with the conviction that making connections defines the creative learning process. It is a place that addresses the needs of certain students who are failing to thrive in their current educational setting. The whole community – teachers, students, and parents become the bridges that link life and learning and provide a deeper understanding of the concepts, patterns, and principles, which are the foundation of knowledge in our world.”

The proposed amended mission statement is as follows:

“The mission of Bridges Academy is to provide all students with the opportunity to develop an academic foundation that empowers students to reach their full potential.”

This amendment request also includes the following Founding Purpose, which is derived from the original mission:

“Bridges Academy will continue to create a nurturing environment with the conviction that making connections defines the creative learning process. The whole community – teachers, students and parents become the bridges that link life and learning and provide a deeper understanding of the concepts, patterns, and principles, which are the foundation of knowledge in our world. All students should be provided with an opportunity to reach their maximum potential. “

Recommendations:

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

ACTION AND DISCUSSION AGENDA

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT

(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

ACTION ON FIRST READING

EICS 1 – NC Virtual Public School Annual Report 2014-15

Policy Implications: Session Law 2011-145, Section 7.22(h); G.S.v66-58(c)

SBE Strategic Plan:

N/A

Presenter(s): Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School) and Mia Murphy (Director of Outreach, NC Virtual Public School)

Description:

Session Law 2011-145 SECTION 7.22 (h);(G.S.v66-58 (c) dictates that "Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement."

The NCVPS Executive Director will share the 2014-15 Annual Report. The report highlights the accomplishments, achievement, outreach initiatives programs, processes, and enrollment for the 2014-15 fiscal year.

Recommendations:

It is recommended that the State Board of Education approve the NCVPS 2014-15 Annual Report on first reading at its December 2015 meeting. The report should be submitted to the NC General Assembly before December 15, 2015.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the NCVPS 2014-15 Annual Report to be submitted to the NC General Assembly by December 15, 2015. (See Attachment EICS 1)

DISCUSSION

EICS 2 – Program Approval Requests Under the Innovation Education Initiatives Act

Policy Implications: General Statute §115C-238.5, Part 9

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

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

Goal 2: Every student has a personalized education.

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

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

Description:

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

Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review of the applications through the Joint Advisory Committee (JAC). Based on the JAC review, the corresponding State Boards provide subsequent program approval/disapproval. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

The JAC, which includes staff from NCDPI, NC Community College System, and UNC General Administration, reviewed each application submitted in September 2015. Fourteen Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. Five of the applications are for CIHS that are already in existence but are going through this process to be recommended for funding from the General Assembly because they do not currently receive state funding. If approved, all of these applications will go to the State Board of Community Colleges for the next step of approval. The location waivers requested in the CIHS applications are granted by the State Board of Community Colleges.

The JAC reviews for each CIHS application and recommendations for program approval are in the attachments of this item.

The following 14 CIHS applications are recommended for approval.

1. Alamance-Burlington Early College (Alamance-Burlington Schools/Alamance Community College)
2. Alexander Early College (Alexander County Schools/Catawba Valley Community College)
3. Cabarrus Early College of Technology (Cabarrus County Schools/Rowan Cabarrus Community College)
4. Camden Early College (Camden County Schools/College of Albemarle)
5. Buccaneer Early College High School (Caswell County Schools/Piedmont Community College)
6. Chatham County School of Science and Engineering (Chatham County Schools/Central Carolina Community College)
7. City of Medicine CIHS (Durham Public Schools/Durham Technical Community College)
8. Hillside New Tech CIHS (Durham Public Schools/Durham Technical Community College)
9. Gaston Early College (Gaston County Public Schools/Gaston Community College)
10. Johnston County Career and Technical Academy (Johnston County Schools /Johnston Community College)
11. Northampton County Early College (Northampton County Schools/Halifax Community College)
12. Person Early College for Innovation and Leadership (Person County Schools/Piedmont Community College)

13. Stanly School of Engineering and Design (Stanly County Schools/Stany Community College)
14. Wayne School of Engineering at Goldsboro High (Wayne County Schools/Wayne Community College)

Some applications were withdrawn for further development to ensure alignment with the legislation.

Recommendations:

It is recommended that the State Board of Education discuss the CIHS Joint Advisory Committee recommendations as presented.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday, stating that fourteen schools are up for approval in January 2017.
- There was no further discussion.

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 2)

DISCUSSION

EICS 3 – Policy Establishing the NC Virtual Public School Advisory Board

Policy Implications: N/A

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of teachers and students using online tools.

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

Description:

The North Carolina Virtual Public School (NCVPS) Advisory Board has existed since the school opened in 2007. The existing Advisory Board has three primary purposes: 1) to work collaboratively with NCVPS staff in implementing the strategic goals and objectives; 2) advise staff on policies and procedures that relate to the operation of the school; and 3) provide strategic leadership in the political, education, and business community to ensure the success of the school. This board has never been officially recognized in State Board policy. A new policy is proposed to establish the North Carolina Virtual Public School Advisory Council as an Advisory Council to the State Board of Education. The proposed policy outlines the functions of the advisory council, membership, terms of office, and procedures. A copy of the proposed policy is included on eBoard.

Recommendations:

The State Board of Education is asked to discuss the proposed new policy establishing the North Carolina Virtual Public School Advisory Council.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 3)

DISCUSSION

EICS 4 – Charter School Advisory Board Recommended Policy Amendment (TCS-U-010)

Policy Implications: General Statute §115C-218.5, SBE Policy #TCS-U-010

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

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

Description:

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

The attached draft amended SBE Policy #TCS-U-010 document reflects revisions to the original CSAB recommendation based on input from various stakeholders since the State Board first heard this item at its November 4, 2015 meeting.

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Charter School Advisory Board Recommended New Policy

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

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

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

Description:

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

The attached draft new TCS-U-019 document reflects revisions to the original CSAB recommendation based on input from various stakeholders since the SBE first heard this item at its November 4, 2015, meeting.

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 5)

DISCUSSION

EICS 6 – Charter Amendment for Girls Leadership Academy of Wilmington

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

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

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

Description:

State Board Policy #TCS-U-014 lists those charter amendments that can be approved by the Office of Charter Schools and those that must be approved by the State Board. An amendment that alters a charter school’s “location,” “student transportation,” and “National School Lunch Program” must be approved by the State Board.

Girls Leadership Academy of Wilmington Academy’s (GLOW) charter was approved to begin their Planning Year in June 2015. The board is seeking to amend the transportation plan, school lunch plan, and facility plan.

GLOW’s current transportation, school lunch, and facility plans are as follows:

The current transportation plan: “GLOW Academy will contract bus transportation services with New Hanover County School to ensure no students are denied access to the charter school due to a lack of transportation.”

The current school lunch plan: “GLOW Academy will contract a food service plan with New Hanover County Schools to ensure that no child is lacking in daily meals.”

The current facility plan: “New Hanover County Schools (NHCS) has agreed to provide classroom space in Gregory Elementary School of Science and Math for the GLOW Academy middle school students starting the 2016-17 school year and continuing for a minimum of 2.5 years. NHCS has submitted a letter verifying this commitment as well as “fair and reasonable” contractual rates for food service, transportation, janitorial and special needs student services (see Appendix U for the letter of commitment and the floor plan of the Gregory School). GLOW Academy is in negotiations with NHCS for an expanded space for Phase II of school implementation. The initial site includes a media center, athletic facility, cafeteria, gymnasium, and assembly area.”

GLOW’s proposed amended transportation, school lunch, and facility plans:

The proposed transportation plan: “GLOW will contract bus transportation services to ensure no students are denied access to the charter school due to a lack of transportation.”

The proposed school lunch plan: “GLOW will contract a food service plan to ensure that no child is lacking in daily meals.”

The proposed facility plan: “The GLOW Board of Directors is exploring potential lease facilities within New Hanover County. We are currently working with community members and NHCS to identify vacant corporate buildings, local schools and community centers in the charter schools targeted area. The Board will consider a variety of locations for the initial and final school site within the community and will include stakeholder input in the decision-making process to identify a suitable school site.

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 6)

DISCUSSION

EICS 7 – Request for Charter Amendment by the College Preparatory and Leadership Academy of High Point

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

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

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

Description:

In April 2012, the State Board adopted policy TCS-U-014 prescribing those charter amendments that could be approved by the Office of Charter Schools and those that must be approved by the State Board prior to implementation. An amendment “transferring the charter to another non-profit entity” must be brought to the State Board for consideration, and The College Preparatory and Leadership Academy of High Point (CPLA) is seeking to transfer their 501(c)(3).

CPLA initially applied for a charter through the fast-track option in 2011-12. At that time, the board applied for 501 (c)(3) status but was unable to get approval prior to the start of the school year. The board decided to place CPLA in a vacant 501(c)(3), Sprouts for Success. CPLA is requesting that its charter be transferred to the 501(c)(3) non-profit The College Preparatory and Leadership Academy of High Point.

Recommendations:

It is recommended that this amendment request is approved.

Discussion/Comments:

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

- There was no further discussion.

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 7)

DISCUSSION

EICS 8 – Reform for Continuing Low-Performing Schools

Policy Implications: N/A

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. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent)

Description:

General Statute §115C-105.37B authorizes the State Board of Education to approve a local board of education’s request to reform any school in its administrative unit which the board has identified as a continually low performing school. The attached policy establishes the definition of a continually low performing school, the identification and description of the reform models, and the process for submission and approval.

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment EICS 8)

NEW BUSINESS

Under New Business, EICS Committee Chair Rebecca Taylor shared that the EICS Committee received a presentation from North Carolina Communities in Schools, as well as an update from Mr. Adam Levinson regarding the four charter schools on academic notice.

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

ACTION ON FIRST READING

BSOP 1 – School Bus Stop-Arm Camera Allotment Formula

Policy Implications: Revision of funding allocation listed in the 2015-2017 Budget Bill

SBE Strategic Plan:

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

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

Presenter(s): Dr. Ben Matthews (Deputy Chief Financial Officer, Safe and Healthy Schools Support Division) and Mr. Derek Graham (Section Chief, Transportation Services Section)

Description:

Data gathered since the late 1990s shows that on a given school day in North Carolina, more than 3,000 vehicles will illegally pass a school bus while it is stopped to load or unload students with red lights flashing and stop sign extended. Since 1998, thirteen North Carolina students have been killed in such incidents. North Carolina law allows video evidence to be used in prosecuting these offenses.

For the 2015-17 biennium, the General Assembly continued its funding for two school bus stop-arm camera systems per LEA. Nearly every LEA received four systems during the 2013-2015 biennium, and some LEAs purchased additional systems with local funding. This has resulted in a situation where the percentage of an LEA's fleet equipped with stop-arm camera systems range from 19 LEAs with less than 2% of its fleet to 13 LEAs with over 30% (including five LEAs with 100% of buses equipped with stop-arm camera systems). Rather than continuing the "TWO PER LEA" allocation of funds, an alternative method is needed to maximize the benefit of this technology from a statewide perspective. The attachment shows the number of camera systems and number of buses for each LEA.

Recommendations:

It is recommended that the State Board of Education approve a formula for the allocation of funding for stop-arm camera systems that will maximize the benefit statewide in prosecuting motorists who pass stopped school buses. For each year of the 2015-2017 biennium, DPI Transportation Services will allocate funds using the following process:

1. LEAs will apply for funds and must state that they can make use of additional stop-arm camera systems. That application will include the number of systems being requested.

2. Only LEAs that are reporting violations through the NCSU data-gathering instrument will be eligible, unless the LEA submits a statement indicating why submitting data has not been possible.
3. Higher priority will be given to LEAs with a lower percentage of the school bus fleet equipped with stop-arm camera systems.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday, noting that Mr. Graham used videos to show the value of stop-arm cameras on the buses.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the formula for the allocation of funding for stop-arm camera systems that will maximize the benefit statewide in prosecuting motorists who pass stopped school buses as presented. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Read to Achieve Legislation Requirement for Twice-Related Students

Policy Implications: General Statute §115C-83.8, SBE Policy #GCS-J-002

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 1.5: 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): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

The North Carolina Read to Achieve legislation, a component of the Excellent Public Schools Act, states that “parents or guardians of students who have been retained twice under the provisions of G.S. § 115C-83.7 (a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day.” Students who are retained under the Read to Achieve legislation “shall be placed in an accelerated reading class or a transitional third and fourth grade class combination, as appropriate.”

The Read to Achieve legislative requirements began statewide in North Carolina in the school year 2013-14. The current school year, 2015-16, is the first year there could be the possibility of students being retained twice and eligible for supplemental tutoring.

This allotment will provide funds to LEAs and charter schools in order to offer the required tutoring. The allotment is based on three hours of tutoring per week per student at \$40 an hour or \$120 per student per week. PowerSchool records indicate that there are 391 students who meet the criteria of

being retained twice under this legislation. These students began third grade in the school year 2013-14 and are currently in a transition or fourth grade accelerated class.

Funding will be distributed to the LEAs/charters according to the student designation in PowerSchool.

Recommendations:

It is recommended that the State Board of Education approve this allotment formula so that the funds may be disbursed as soon as possible.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion about this grant during the BSOP Committee meeting on Wednesday, noting that the funding allotment for LEAs and charter schools is located on eBoard.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the allotment formula as presented so that the funds may be disbursed as soon as possible. (See Attachment BSOP 2)

NEW BUSINESS

Under New Business, BSOP Committee Chair Greg Alcorn reported that the BSOP Committed received a report the SEDL (Southeast Comprehensive Center) Report: North Carolina Intermediate Structures Regional Education Service Alliance’s Summary Report.

UPDATE ON CONTRACTS

(See Attachment on eBoard)

BSOP Committee Chair Greg Alcorn encouraged Board members to review the contracts located on eBoard.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT

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

ACTION

ES&P 1 – New Policy Revisions: TCP-C-006 – Teacher Evaluation Policy

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

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

Teachers in North Carolina are evaluated on six standards, one of which includes the teacher’s contribution to the academic success of students. The attached provides a draft policy eliminating the possibility of waivers per General Statute. Further review of policy language is in progress and any additional changes will return to the Board in January or February 2016.

Recommendations:

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

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday, noting that the Board has talked about rescinding its waiver policy for a number of consecutive months. Dr. Oxendine noted that the details of the policy recommendation are available on eBoard.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted to extend the waiver process that currently allows districts to use schoolwide growth for determining the individual growth of teachers. (See Attachment ES&P 1)

ACTION

ES&P 2 – Policy Revisions: TCP-C-004 – Teacher Observation Requirements

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

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

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

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

Recommendations:

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

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday, stating that these revisions bring the policy into alignment with the statutes.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted to approve the policy revision to clarify requirements for teacher observations in low-performing schools to ensure alignment to statutory requirements as presented. (See Attachment ES&P 2)

NEW BUSINESS

Under New Business, ES&P Committee Chair Olivia Oxendine shared that Dr. Richard Thompson (Executive Director, NCCAT) provided an informative Annual Report from the North Carolina Center for the Advancement of Teacher (NCCAT). She briefly summarized some key points, noting that Dr. Thompson is resigning. Dr. Brock Womble was recently named Dr. Thompson’s successor.

Chairman Cobey stated that he enjoyed the NCCAT testimonials from the Teacher of the Year advisors, noting that there have been many changes taking place at NCCAT over the past several years citing a closer relationship between NCCAT and the Department. He added that there are many opportunities for DPI and NCCAT to collaborate to produce professional development for all teachers.

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

DISCUSSION

SLA 1 – End-of-Grade (EOG) and End-of-Course (EOC) Retests and Review Procedures

Policy Implications: N/A

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

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

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

Description:

In May 2015, the State Board discussed retesting for end-of-grade (EOG) and end-of-course (EOC) assessments. The State Superintendent has discussed possible retesting for the 2015-16 school year with local superintendents. Based on discussions and feedback from all stakeholders, the North Carolina Department of Public Instruction presents a new policy to be approved by the Board, which will allow all districts and charter schools the opportunity to retest students who scored below Level 3 on EOG and/or EOC assessments.

Recommendations:

It is recommended that the State Board of Education approve the End-of-Grade and End-of-Course Retests and Review Procedures policy.

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 consensus was that additional vetting is required of this item.
- There was no further discussion.

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2016. (See Attachment SLA 1)

NEW BUSINESS

Under New Business, SLA Committee Chair Eric Davis noted that Dr. Howard provided an update on the current status of the Proof of Concept Study and complimented Dr. Howard, along with the teachers and students, involved in this study, noting valuable feedback from the study participants. He asked Board members to read the report.

CHAIRMAN’S REMARKS

Under the Chairman Remarks, Chairman Cobey provided an update on the State Board of Education Advisory Committee chaired by Vice Chairman A.L. Collins that the Board proposed to the Court in September and voted to approve the membership categories in September 2015. He explained that over the past couple of months, the State Board has been working to name representatives to all of the categories stipulated. Most categories of members have not been identified. Chairman Cobey stated that he will bring a full slate of members for the Board’s approval during the January 2016 meeting. The intent is to schedule the first meeting of the committee in February 2016.

Chairman Cobey reminded the Board that this committee will bring together members from the university system, community colleges system, Juvenile Justice, Health and Human Services and other member groups that provide direct and indirect services to students and families. It is the Board’s intent that work from this group will lead to substantive, important changes and collaborations that will make a difference for children and educators.

The Chairman expressed appreciation again to Ms. Bulluck for her voice at the Board table during her term, stating that she would be missed and inviting her to visit as her schedule allows. Chairman Cobey announced that the Board will welcome Ms. Bulluck’s successor, Dr. Christine Fitch (Chair, Wilson County Board of Education) in January 2016, noting that General Statutes designates the Raleigh Dingman award winner as the local board advisor. He stated that Dr. Fitch was named in November as the new Raleigh Dingman Award winner by the North Carolina School Boards Association.

In addition, Chairman Cobey announced that Hoke County Schools’ Superintendent Freddie Williamson was named the 2016 Superintendent of the Year by the Association of School Administrators. Mr. Williamson will join the Board in July 2016.

NEW BUSINESS

Board member Greg Alcon explained that the BSOP Committee was asked to look at how to respond to the budgetary mandates to reduce the Department’s budget by \$2.5 million; therefore, he made the motion below.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted to direct the State Board Chair and State Superintendent to make necessary adjustments to DPI staffing, organization, and budgets to comply with Section 837 of Session Law 2015-231 – Excellent Public Schools Act. The State Board will be provided a report of the actions taken. Vice Chairman A.L. Collins voted in opposition of the motion.

Chairman Cobey announced that Mr. Donald Kerns, who has served the State Board with technical assistance for many years, has accepted a promotion position at the Department of Transportation. He noted that Mr. Kerns has been loyal, committed, and dependable – he has traveled with the Board on occasion ensuring that the Board meetings run as smoothly on the road as they do here in the Education building. Chairman Cobey noted that Mr. Kerns is a veteran of the U.S. Army, has served tours of duty in Europe, and is a shining example of the discipline, skill, and leadership for which the U.S. Armed Forces trains our soldiers and leaders. Mr. Kerns was invited forward to accept a token of the Board’s appreciation for his service to the Board. The presentation was photographed. Mr. Kerns noted that he has enjoyed his relationship with the State Board of Education and the Department of Public Instruction and could not have asked for a better organization to work with, stating that he was open to coming back in the future.

Board member Wayne McDevitt announced that November 16-20 was International Education Week, noting that the Board's work was recognized by the U.S. Department of State, specifically, the Board's plan was recognized on the floor of the U.S. Congress.

Additionally, Mr. McDevitt reported that a half-day NC Global Engagement Summit took place in November, which included the private sector, industry, and Mt. Airy City Schools. He reported that collaborating on the announcement of plan, i.e., the blueprint for Global Engagement in North Carolina was the Commissioner of Agriculture, Secretary of Commerce, President of the University System, etc. Six focus areas include: leadership, global brand, identity, global infrastructure and logistics, global economic development, cross-cultural competence, and collaboration and research. The group will continue to work toward the implementation of the plan. A Nobel-prize winner presented at the summit on North Carolina's work in this area as well.

Board member Patricia Willoughby reported that 16 schools have indicated intent to apply to be a Global-Ready School. She distributed information to Board members to encourage the schools in their districts to consider this opportunity.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

Prior to requesting a motion to adjourn, Chairman Cobey wished safe travels and good health to all during the upcoming holiday season, noting that when the Board returns in 2016, they are facing many challenges and opportunities for improvement.

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Ms. Patricia Willoughby and seconded by Mr. Reginald Kenan, Board members voted unanimously to adjourn the December 2 and 3, 2015, meeting of the State Board of Education.