

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
January 6, 2016**

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

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Gregory Alcorn  
Eric C. Davis

Kevin Howell  
Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Christine Fitch, Local Board Member Advisor  
Rodney Shotwell, Superintendent Advisor  
Steve Lassiter, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor  
Grace Russell, Senior Student Advisor  
Yates McConnell, Junior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Bill Cobey called the Wednesday session of the January 2016 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. Chairman Cobey announced that Dr. Christine Fitch, the Board’s new Local Board of Education Advisor and the 2016 winner of the Raleigh Dingman Award from the North Carolina School Boards Association joins the Board today and will be officially welcomed during the full board meeting on Thursday.

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

**APPROVAL OF AGENDA**

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request. Hearing none, Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for January 6 and 7, 2016, as presented.

**Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Mr. Kevin Howell, and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for January 6 and 7, 2016, as presented.*

**SBE ISSUES SESSION**

Chairman Cobey 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****❖ K-3 Literacy Division – Mrs. Carolyn Guthrie (Director, K-3 Literacy Division)**

Dr. Atkinson prefaced this presentation by explaining that when the Excellent Schools Act was passed by the General Assembly the Department created the K-3 Literacy Division. She recognized Mrs. Carolyn Guthrie to provide an overview of the work of the K-3 Literacy Division in a series of division presentations.

Using a PowerPoint presentation to describe the responsibilities of the K-3 Literacy Division, Mrs. Guthrie shared that the K-3 Literacy Division

- Oversees the statewide implementation of the North Carolina Read to Achieve legislation
- Develops and provides direct customized and targeted professional development based on data trends and school, district and charter school needs
- Supports districts and schools with the development of local implementation plans, reading plans and school improvement plan goals as they relate to the Read to Achieve legislation
- Provides digital resources on literacy for parents, teachers, principals, and central office personnel
- Supports school, district and charter school leadership in analyzing data and identifying quality literacy instruction
- Trains, certifies and collaborates with local Master Literacy Trainers to build capacity in literacy instruction
- Supports and trains teachers and administrators on the formative, diagnostic reading assessment system on using data to inform and change instruction to meet the individual needs of students
- Researches and models the most current best practices in literacy instruction
- Provides networking opportunities for collaboration among districts on Read to Achieve practices
- Collaborates with other divisions within DPI and other state agencies to provide high quality literacy training

Mrs. Guthrie spoke briefly about each of the components (below) of Read to Achieve and provided graphics to demonstrate how each of the functions works together. She also provided data to show that 481,000 children K-3 were served in the 2014-15 school year. This involved 23,000 teachers, 1,380 schools, 115 LEAs and 81 charter schools.

- Comprehensive Reading Plan (developed)
- Assessment IS Instruction (formative diagnostic assessment system) approved by SBE in August 2012  
Goal: Take data and turn it into instruction
- Social Promotion (it is not just a third grade law, but more about K-2)
- Successful Reading Development
- Accountability and Notification (parent and guardian notification and information sharing)

Mrs. Guthrie explained that everything is based on research. LEAs are given flexibility as to how to teach the standards. She reported that the K-3 Literacy Division has created 28 professional development sessions and is currently working on seven additional sessions.

As it relates to resources and support, the K-3 Literacy Division has created a Read to Achieve Live Binder. She noted that there are close to two million online live binders. Of those, approximately one million are public. North Carolina's Read to Achieve Live Binder is the fifth most viewed live binder in the nation. These resources are being used by all stakeholders in the field, including parents.

Mrs. Guthrie elaborated on the implementation of Read to Achieve, specifically as it relates to systemic change, positive effects, support, compliance and instruction.

In response to Board member Olivia Oxendine's question, Mrs. Guthrie described a typical 90-minute session of uninterrupted Read to Achieve instruction, which includes a combination of whole group instruction on a standard, small group instruction with the children at their individual levels (learning stations on the standards), diagnostics, and then closure with the whole group. For those students not showing proficiency, it is recommended that they receive an additional 20 minutes during the day of more intense work on the skills where they show deficiencies.

Dr. Oxendine asked about the difference in third and fourth-grade reading classrooms. In response, Mrs. Guthrie explained that the practices used in K-3 can be used K-5 to make the instruction more seamless.

Board member Rebecca Taylor complimented the report, noting that the Live Binders are fabulous. In response to her question about who conducts the parent meetings and how they are advertised, Mrs. Guthrie explained that in the first year parent meetings were conducted at the state level and then by region. This year division staff are attending parent nights at the schools to in order to reach more parents.

Board member Patricia Willoughby shared her interest in feedback around the standards, noting her appreciation for the division's emphasis on flexibility. She encouraged continual communication about the research and Live Binders. In response, Mrs. Guthrie described the process, which started the year after the standards came into play, noting that as they have moved through the process much of the

professional development was focused on the semantic standards and how those standards build on each other. She explained that in the beginning teachers were still learning the standards and now have become more familiar with them and, according to their feedback, they like the sequencing.

At the request of Vice Chairman A.L. Collins, Superintendent Advisor Rodney Shotwell and Principal of the Year Advisor Steven Lassiter spoke about their Read to Achieve experiences. They noted the importance of ongoing professional development and the challenges of teacher turnover and retraining, the advantages of having all teachers using the same tool to assess proficiency, and the benefits of the 90-minute uninterrupted instructional model.

Local Board Member Advisor Christine Fitch asked about access to the Live Binders in those rural communities that have connectivity issues. Mrs. Guthrie stated that one of the biggest challenges has been trying to get the word out to parents. She spoke briefly about how teachers can use the Parent Live Binder to access information to share with parents.

Dr. Olivia Oxendine suggested that (with emphasis placed on communication) the Department explore tapping into the university system to get the word out to the directors of University School Relations because they have access to all student teachers and principal interns. Mrs. Guthrie noted the suggestion, stating that the Department has worked with many of the universities across the state related to the formative diagnostic assessments.

➤ **Report on Teacher Evaluation, School Year 2014-15**  
❖ **Dr. Thomas Tomberlin (Director, District LEA Human Resources Support)**

Chairman Cobey recognized Dr. Olivia Oxendine to introduce this Issues Session. Dr. Oxendine explained that this presentation stems from a question posed to Dr. Tom Tomberlin about the quality of teachers in the low-performing schools. She recognized Dr. Tomberlin to present the Report on Teacher Evaluation for the 2014-15 school year.

Using a PowerPoint presentation, Dr. Tomberlin provided an overview of the principal evaluation ratings from the 2014-15 school year related to

- Rating Categories for Standard 4 by Evaluation Type
- Distribution of Student Growth Ratings
- First Teacher Status
- Student Growth Trends (2012-13 to 2014-15)
- Correlations Between Evaluation Ratings and Growth
- Status by Low-Performing School Designation
- Human Capital by Low-Performing Designation

Dr. Tomberlin explained that a greater percentage of experienced teachers in schools with a low-performing designation is on full evaluation plans, suggesting that these experienced teachers have instructional deficiencies. He added that there are no meaningful differences between low-performing designated schools and non-low-performing designated schools in early-career teachers or teacher attrition.

Vice Chairman A.L. Collins shared a suspicion about the other five standards that are principal led, specifically that they are probably trending higher than they should be, based on principal evaluations. Mr. Collins stated that it would be nice to find a way, especially in the low-performing schools, with the growth measure to show the outcome and the other measures what the possibility is related to improving teachers. He also suggested that a teacher turnover mobility number is needed with respect to these low-performing schools.

Dr. Tomberlin fielded several questions about the data coupled with analysis in the Equity Plan. In addition, a lengthy discussion ensued about the importance of ongoing professional development for all teachers.

ES&P Chair Oxendine asked Dr. Tomberlin to develop some policy options for the State Board to consider in the future. The request was noted.

DRAFT

At this time, the Board's committee meetings were held.

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

***ACTION***

**DL 1 – JLEOC School Connectivity Initiative Report to the North Carolina General Assembly and the State Chief Information Officer**

**Policy Implications:** Session Law 2007-323, Sec. 7.28(d)

**SBE Strategic Plan:**

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

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

**Presenter(s):** Mr. Michael Nicolaidis (Chief Information Officer, Technology Services)

**Description:**

Pursuant to Session Law 2007-323 SECTION 7.28(d), the State Board of Education shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD).

In this report we provide an update on SCI financial activities for fiscal year 2015 (FY2015) beginning July 1, 2014 through June 30, 2015, and discusses operational activities over the calendar year 2015 (CY2015) beginning January 1, 2015 through December 31, 2015. The core provision for the SCI is specified as follows:

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

1. A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, E-Rate reimbursement, support services to LEA's and schools and budget;
2. Assurances for a fair and open bidding and contracting process;
3. Technology assessment site survey template;
4. Documentation of how the technology will be used to enhance teaching in learning;

5. Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
6. The number, location and schedule of sites being served; and
7. Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

**Recommendation(s):**

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

**Discussion/Comments:**

- DL Special Committee Chair Dan Forest recognized Mr. Michael Nicolaides to share a report on school connectivity that is due to the General Assembly and State Chief Information Officer. He also recognized that Mr. Phil Emer from the Friday Institute was present in the audience and available to entertain questions.
- Mr. Nicolaides explained that state law requires that the State Board of Education (SBE) shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD).
- Using a PowerPoint presentation, Mr. Nicolaides provided a detailed update on the SCI financial activities for fiscal year 2015 and discussed the operational activities over the calendar year 2015. The report is due to the General Assembly on January 15 annually.
- Mr. Nicolaides elaborated briefly on the main objectives of the School Connectivity Initiative, which are to provide high quality Internet access; client network engineering services; security services; E-Rate support; and wireless and internal network infrastructure and related services.
- Mr. Nicolaides highlighted the major accomplishments below:
  - Managed a wireless infrastructure and services procurement that established a dozen statewide contracts to significantly simplify purchases for LEAs and charter schools.
  - Leveraged \$9.2 million in Race to the Top funds to support \$42 million Wi-Fi infrastructure purchases.
  - Upgraded Internet capacity of 56 LEAs and 63 charter schools with average uptime of 99.95 percent.
  - Provided network engineering support to 71 LEAs and 34 charter schools (165 total engagements)
  - Provided firewall services to 71 LEAs and 74 charter schools.
  - Provided content filtering to 78 LEAs and 70 charter schools.
- In addition, Mr. Nicolaides noted that utilization has increased four-fold while bandwidth costs have decreased by more than 40 percent over the last three years. He also reported that in 2014, North Carolina received \$77 million from E-Rate, and in 2015, the state received \$117 million in E-Rate funds. The increase in funding is intended for infrastructure, according to Mr. Nicolaides. He used a graph from the report to show the K-12 Bandwidth Utilization Growth from 2009 to 2015, which shows exponential growth and is a testament to the work in the field in the use of devices, according to Mr. Nicolaides. In addition, Mr. Nicolaides used a pie chart from the report to show the Service Tier Distribution for LEAs and charter schools. He stated that it is important to note that money is not being spent on unused bandwidth.

- In closing comments, Mr. Nicolaides provided a breakdown and explanation of the School Connectivity initiative expenditures under five categories:
  1. Internet, Firewall, Content Filtering Bundle
  2. LEA/Charter School Allocation for Wide-Area Networking and Internet
  3. Operating Expenses
  4. Salaries
  5. Support Services – Client Network Engineering (CNE)
- Lt. Governor Forest reported that since 1998 North Carolina has received approximately \$277 million from E-Rate, noting that this past year alone North Carolina received more than \$55 million, i.e., 20 percent of the funds over all of the years was spent last year. He stated that a lot of work has been occurring over the years, and North Carolina is seeing the exponential growth with connectivity, bandwidth and usage. Lt. Governor Forest noted that he is impressed with the Department's ability to analyze the data so that the state can be efficient with usage (not with bandwidth), referencing a national report about school connectivity that compares where North Carolina's stands related to bandwidth to other states. He noted that North Carolina's number of bandwidth is lower, while utilization is higher, saving the state millions of dollars. The Lt. Governor also spoke about leveraging not only Race to the Top money, but state revenue funds as well as E-Rate funds for a big bang, thanking the Department and Friday Institute for their work.
- In response to Board member Olivia Oxendine's question about how bandwidth usage is monitored, Mr. Nicolaides spoke briefly about the monitoring process, explaining that this is monitored as part of the contract with MCNC. Superintendent Advisor Rodney Shotwell commented on the seamless and efficient monitoring process at the state level, noting that the Department and Friday Institute often communicate usage and need before the LEA realizes the need for more bandwidth is there.
- A brief conversation ensued about connections at a specific wireless standard, which is defined as one access point per classroom. Based on survey data, Mr. Emer reported that 60 percent of classrooms are at digital ready. He explained further that everything under 60 percent is graded, noting that some of the schools are at one access point for every two classrooms, others are at three classrooms, etc. He reported that there are no schools that have no connectivity; there is always some connectivity and access, but not necessarily prepared for a one-to-one program. At the request of Lt. Governor Forest, Mr. Emer spoke about the timeframe for getting to that point. Mr. Emer explained that last year \$40 million was spent to get to 60% of classrooms at digital ready. He explained further that according to the pre-survey to forecast, it looks like North Carolina will be spending closer to \$65-70 million this year, based on current needs. Sixteen plus million would come from state funding. These estimates take North Carolina to 80 percent of the classrooms at digital ready over this next year. Noting Mr. Nicolaides five-year cycle, Mr. Emer stated that one more year should bring North Carolina to 100 percent of the classrooms at digital ready, and Wi-Fi and the funding processes we have in place will keep it there. Mr. Emer stated that North Carolina is on track to meet digital transition by the 2017 date with wireless infrastructure. Board member Eric Davis asked how much it would cost to maintain that level. Mr. Emer explained that the funding the General Assembly included in the budget is \$12 million recurring, which will cover sustainability overtime.
- Vice Chairman Collins asked about 2.0 and how we will leverage this connectivity in the schools to connectivity in the home. Mr. Emer explained that there is a relationship between the provider of the bandwidth to the schools and to the LEAs and to the community. He added that there is an ongoing conversation about moving forward as it relates to how we work with districts and providers to ensure that school connectivity decisions are being made in a way that advance connectivity and broadband in homes, noting many issues about broadband availability in rural areas, economies of scale,



incorporating specifics about home access in new RFPs, etc. Mr. Emer explained that some of this is local work and some is work that needs to be done with the FCC.

- As a follow-up, Vice Chairman Collins stated that he assumes digital textbooks will be dependent upon a cloud-based service to a home. A brief discussion ensued.
- Dr. Oxendine suggested that the State Board pause to take time to hear the voices of classroom teachers about digital resources, specifically textbooks. She spoke briefly about the Academic Review Commission's work where feedback from a series of regional meetings showed that teachers are ambivalent at best when it comes to digital textbooks; but teachers need textbooks. A brief discussion occurred about the lack of textbook funding.
- Lt. Governor encouraged Board members to read the report.
- There was no further discussion.

This item was submitted for Action on First Reading during the January 2016 State Board of Education meeting.

**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

Eric C. Davis

Kevin Howell

Reggie Kenan

Olivia Oxendine

Rebecca Taylor

Patricia Willoughby

Greg Alcorn

Also present were:

June St. Clair Atkinson, State Superintendent

Christine Fitch, Local Board Member Advisor

Rodney Shotwell, Superintendent Advisor

Steve Lassiter, Principal 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. Kevin Howell, the Board voted unanimously to convene in Closed Session to discuss personnel matters and consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:*

*(1) Mergner v. NCSBE;*

*(2) Next Generation Academy v. NCSBE; and*

*(3) McGraw Hill v. NCSBE*

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

*Upon motion made by Ms. Patricia Willoughby, and seconded by Ms. Becky Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, January 7, 2016, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
January 7, 2016**

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

William Cobey, Chairman	Kevin Howell
A.L. “Buddy” Collins, Vice Chairman	Reginald Kenan
Janet Cowell, State Treasurer	Wayne McDevitt (participated via conference call)
Gregory Alcorn	Olivia Oxendine
Eric C. Davis	Rebecca Taylor
	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Steve Lassiter, Principal of the Year Advisor
Christine Fitch, Local Board Member Advisor	Keana Triplett, Teacher of the Year Advisor
Rodney Shotwell, Superintendent Advisor	

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the January 2016 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 held two Issues Sessions.

**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 Rebecca Taylor 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 December 2 and 3, 2015, State Board of Education meeting.
- There was no discussion.

*Mr. Greg Alcorn made a motion to approve the minutes of the December 2 and 3, 2015, State Board of Education meeting. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.*

## **SPECIAL RECOGNITIONS**

- **2016 Raleigh Dingman Award Winner and SBE Local Board of Education Advisor**
  - ❖ **Dr. Christine Fitch (Chair, Wilson County Board of Education)**

Chairman Cobey introduced Dr. Christine Fitch as the incoming State Board of Education Local Board of Education Member Advisor and the newest winner of the Raleigh Dingman Award from the North Carolina School Boards Association. He explained that General Statute designates the Raleigh Dingman award winner to serve in an advisory capacity to the State Board of Education for one year.

Dr. Fitch is currently the Chair of the Wilson County Board of Education. She is a retired professor from East Carolina University's College of Education and has also served on the Wilson County Board of Education for 27 years. She is noted for her service on the Wilson County Board of Education. Dr. Fitch has been working with the County Commissioners to shorten the time to implement a technology plan from five years to two years, supporting establishment of the International Baccalaureate program in each of the three comprehensive high schools in 2001, and supporting the implementation of two early college programs in Wilson County.

Dr. Fitch also was instrumental in securing grant funding from the Z. Smith Reynolds Foundation to open an Autism Academy in 2013 and in expanding the County's peer-to-peer tutoring program to eight schools in Wilson County.

Dr. Fitch was welcomed to her first official meeting and was presented with a plaque, SBE briefcase, pin and mug. The presentation was photographed.

Dr. Atkinson recognized Dr. Sean Bulson (Superintendent, Wilson County Schools) who was present in the audience.

- **Special Report to the Board – College Board Presentation**
  - ❖ **Ms. Sneha Shah-Coltrane (Director, Advanced Learning)**
  - ❖ **Ms. Kathleen Koch (NC AP Partnership, College Board)**

Chairman Cobey recognized State Superintendent June Atkinson to introduce this special report to the Board. After making brief comments about the excellent results that are occurring as a result of the College Board partnership, Dr. Atkinson recognized Ms. Sneha Shah-Coltrane for the presentation of this special report.

Ms. Shah-Coltrane set the context for this presentation by explaining that the purpose of this report is to talk about the Department's work with advanced programming with the Advanced Placement partnership and to recognize three school districts.

Using a PowerPoint presentation, Ms. Shah-Coltrane explained that General Statute §115C-83.4(a) clearly states that access be increased as well as successful participation in advanced coursework – Advanced Placement (AP) and International Baccalaureate (IB). She elaborated further on the two major initiatives in the legislation:

- Establishes NC AP Partnership with the College Board
- Funds all test fees for AP and IB course exams for all students (not just low-income students)

Ms. Shah-Coltrane provided data on student enrollment in the actual courses taken, noting a consistent four percent growth trajectory in course enrollment across the state since 2013-14. As it relates to exam fees, Ms. Shah-Coltrane reported that in 2014-15 \$10,638,285 was funded for AP Exams and \$1,160,239 was funded for IB Exams, for a total of \$11,798,524.

Board member Olivia Oxendine asked about the specific courses and completion rates (more specifically exam success). Ms. Shah Coltrane shared that Dr. Kathleen Koch would share that information in her more detailed report, noting that she could also share that information with Board members in writing following the meeting; the data is disaggregated by district and courses and included in the report to the General Assembly.

In response to Board member Greg Alcorn's question about the total number of potential students that could be taking the exams, Ms. Shah-Coltrane explained that she did not provide that number because it gets complicated due to the different cohorts, but she would be happy to look at the breakdown and provide the percentages following the meeting.

At this time, Ms. Shah-Coltrane recognized two school districts that have exemplified the legislation and the State Board's strategic goals by increasing exam participation consistently over several years for the underserved population and improved exam performance for multiple years. According to Ms. Shah-Coltrane, the two districts have ensured intentional focus of professional development and vertical planning to ensure student preparedness when entering high school. The two districts were recently named on the AP National District Honor Roll along with approximately 400 high schools across the nation.

Representatives from Elizabeth City/Pasquotank County Schools and Union County Public Schools were invited forward to be recognized and have their photographs made.

- Elizabeth City/Pasquotank County Schools
  - ❖ Ms. JoAnn Sanders (Chief Academic Officer)
  - ❖ Ms. Christie Paulley (Secondary Instructional Coach)
- Union County Public Schools
  - ❖ Dr. John Jones (Assistant Superintendent for Instruction)
  - ❖ Mrs. Carolyn White (Accountability Services)

Ms. Shah-Coltrane recognized Dr. Kathleen Koch (Director of NC AP Partnership, College Board) to provide greater detail about the partnership. Using a PowerPoint presentation, Dr. Koch spoke briefly about the mission of the NCAPP to increase access and prepare students for career and college readiness. In addition, she spoke about scholarships for AP workshops and online support for school districts.

Dr. Koch provided a comprehensive overview of the overall AP data for 2015 for the statewide efforts, noting that North Carolina saw growth in all three major categories of what is measured for exam takers, including participation and performance. She added that, in fact, North Carolina is leading the nation in efforts to provide access to underrepresented populations, according to the data. In response to an earlier question, Dr. Koch reported that AP U.S. History was the number one course exam in the list of top ten AP exams taken in North Carolina, followed by English Language and Composition, and Psychology.

Dr. Maria Pitre-Martin (Superintendent, Thomasville City Schools) provided a district perspective about their partnership with the College Board. She shared that the partnership provides three key components of support, which included historical data, professional development for teachers in teaching AP courses, and parental involvement. She elaborated on the benefits of each of these components and her district's success resulting from this partnership. Dr. Pitre-Martin spoke about determining pathways for advanced students beginning in fourth grade, and was pleased to report that Thomasville High School was named an AP Capstone School for next school year, i.e., students will have a full complement of AP courses including AP seminars and research. She explained that if these students score 3s and 4s on their exams, they will be able to enter the university with college credit, noting the importance of decreasing the cost of college tuition in her community in order to provide a greater opportunity for students to attend to college. In closing comments, Dr. Pitre-Martin reported that the graduation rate in Elizabeth City/Pasquotank Schools is at an all-time high in part due to this excellent partnership.

Dr. Koch presented a Certificate of Appreciation to Thomasville City Schools for being a leader in the partnership.

In addition, Dr. Koch took a deeper dive into the disaggregated partnership data for the 23 districts to show growth overtime, i.e., the first cohort of targeted districts. She elaborated about the model, which is fairly flexible and will be emergent as the partnership moves forward. The districts were selected by the Department of Public Instruction based on multiple criteria, including past AP participation and performance rates. She spoke about how the partnership guides districts in redesigning and

transforming their delivery of academic programs, which sometimes involves refitting their master schedules, offering more courses and changing the culture of their schools, and the philosophy of rigor

for teachers, counselors, families, and school communities. The partnership helps with data analysis, professional development efforts, and offering opportunities for their teachers to get more professional development.

Using several maps, Dr. Koch provided a statewide perspective of the partnership and participation, speaking briefly about challenges. She displayed a 10-year trajectory of AP exams and performance, noting a gap. Dr. Koch explained that the partnership's work is about closing that gap by providing professional development to teachers. In addition, Dr. Koch stated that the rigor of a student's high school course is the single best predictor of success in college; therefore, AP courses can provide an academic challenge that reflects the rigor of college work and motivate students to develop their study habits and find that rich curriculum that brings out their passion. College Board research shows that even students who do not earn the qualifying scores, their likelihood of being successful in college is significantly increased. Dr. Koch added that, at the same time, there are students in North Carolina who are prepared and ready for AP level work, but have not gained access (this data is based on PSAT data.) She explained further that there is a strong history of evidence that PSAT data are a strong indicator of success in AP courses. According to that data over the past year, there are more than 7,500 students who showed statistically that they could have been successful in AP, but they did not have access. She explained that this report is available free to school districts, but currently the tool is under-utilized. She explained that the report shows those students who are ready for AP coursework. In addition, Dr. Koch elaborated briefly about online opportunities for students, teachers, and district administrators to find support any time of the day or evening. A webinar series of best practices has been created with unique information specifically for North Carolina, which highlights how best to grow an AP program.

Dr. Koch also spoke about Khanacademy (<https://www.khanacademy.org/>), which helps students prepare for their college entrance exams by allowing them to take control of their learning by working on the skills they choose at their own pace with free online courses, and helps them sharpen their skills with more than 100,000 free interactive exercises. The utility is personalized and individualized. Dr. Koch shared her excitement about the potential of this tool to change college entrance requirements across the state as students make the best use of this tool.

In closing comments, Dr. Koch noted that the Department has been a wonderful collaborator in this partnership effort, noting that they have made the work extremely efficient.

In response to Board member Olivia Oxendine's questions, Dr. Koch spoke briefly about how AP courses are offered, i.e., the length of time for a course whether they are year-long, 4x4, hybrid, etc.; these decisions are locally made. In addition, she explained that the College Board does not suggest any particular online resources or tests for any given course, noting again that this is a district decision. Dr. Oxendine asked further about texts. Dr. Koch stated that it would be challenging to teach an AP course without a text. A brief discussion occurred about the audit process required of every course that carries an AP label on a transcript. At the request of Superintendent Atkinson, Teacher of the Year Keana Triplett spoke from experience as an AP teacher as it relates to the audit process, textbooks and using multiple (supplemental) resources.

Vice Chairman Collins asked about what the College Board could do to help lower the cost of AP exams. Ms. Sneha Shah-Coltrane reiterated that the General Assembly has provided funding for all test fees for AP and IB course exams for all students (not just low-income students); therefore, there is no



longer a financial barrier for any public or charter school student in North Carolina. A brief conversation also ensued about NCVPS and the two pilot virtual schools providing online opportunities for AP courses.

Superintendent Advisor Rodney Shotwell asked if the College Board intends to change when courses are offered to accommodate block schedules. One of the College Board representatives explained that the College Board actually conducted several studies/surveys regarding this issue and found that the vast majority of schedules are not on the block schedule. He indicated that he was uncertain that anything is on the horizon for modifying the course to fit the block schedule. Dr. Shotwell clarified that he was asking if the exam could be offered both times. Again, the representative explained that this depends on the need, and that the College Board will continue to look at this issue. A brief discussion occurred about the challenges for those students who take as many as seven AP courses in a year, but cannot test until the spring.

## **STATE SUPERINTENDENT'S REPORT**

Under her Superintendent's Report, Dr. Atkinson drew attention to the briefing paper distributed on Wednesday to Board members highlighting the work the Department is doing to fulfill the State Board of Education's Strategic Plan.

### **2016 Heritage Calendar**

A copy of the 2016 Heritage Calendar was presented to Board members at their places. NC AT&T, in partnership with the Public Schools of North Carolina, Sheraton of Raleigh, UNC School of Media and Journalism, The News and Observer, and PNC, provides the calendar to honor extraordinary individuals, men and women of all races who have contributed to the lives and experiences of African Americans in North Carolina. In addition, Dr. Atkinson drew attention to February 2017, where Dr. Dudley Flood is the featured honoree. She noted that Dr. Flood was a long-time member of the Department of Public Instruction and was instrumental in North Carolina going through desegregation without the problems seen in other states. Dr. Atkinson expressed appreciation to Mr. Sid Baker for his work in this partnership on behalf of the Department.

### **NCDPI Division Spotlight**

#### **K-3 Literacy Division**

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 K-3 Literacy Division.

#### The K-3 Literacy Division

- Oversees the statewide implementation of the North Carolina Read to Achieve legislation
- Develops and provides direct customized and targeted professional development based on data trends and school, district and charter needs
- Supports districts and schools with the development of local implementation plans, reading plans and school improvement plan goals as they relate to the Read to Achieve legislation
- Provides digital resources on literacy for parents, teachers, principals, and central office personnel

- Supports school, district and charter leadership in analyzing data and identifying quality literacy instruction
- Trains, certifies and collaborates with local Master Literacy Trainers to build capacity in literacy instruction
- Supports and trains teachers and administrators on the formative, diagnostic reading assessment system on using data to inform and change instruction to meet the individual needs of students
- Researches and models the most current best practices in literacy instruction
- Provides networking opportunities for collaboration among districts on Read to Achieve practices
- Collaborates with other divisions within DPI and other state agencies to provide high quality literacy training

### **Special Recognition**

#### **Special Assistant for Global Education named to national board**

Helga Fasciano, NCDPI's special assistant for Global Education, has been elected to the American Council on the Teaching of Foreign Languages (ACTFL) Board of Directors.

- This organization is an umbrella organization for the teaching of languages and cultures.
- Members include K-20 language and culture teachers, language directors and international directors at local, district, state, national, and international levels.
- General information and background on the organization and direct ties to our Global Education work in North Carolina may be found at the link below:

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

### **Let's Talk - New Email Management System Adopted**

In an effort to become more responsive to public questions and comments, the NC Department of Public Instruction has adopted a new email management system called Let's Talk. The system provides enhanced capability to direct questions and comments to the correct parties and to assure that inquiries receive a timely response.

- The system is activated by a navigation button on the front of the NC DPI website.
- At the click of a mouse, the visitor is directed to a landing page and invited to provide thoughts or suggestions, or to ask questions.
- Visitors are promised a follow-up email within five business days.
- Topics highlighted for visitors include NC Report Cards, Public School parent questions, Read to Achieve, school and student safety and frequently contacted DPI departments.
- The system enables the NC DPI to monitor the timeliness and content of agency responses.

The following link connects directly to the Let's Talk landing page <http://www.dpi.state.nc.us/contact-us/>

### **New Additions Join DPI Team**

- Amanda Bush – Education Consultant II – Exceptional Children
- Lee O'Neal – Education Consultant II – Career and Technical Education
- Frederik Kruger-Ross – Technology Support Analyst – NCVPS
- Talbot Troy – Education Program Administrator I – Program Monitoring and Support
- Cora Whitten – Program Assistant V - Licensure

**Assistant Principal READY: Leadership Development to Support Instruction  
Professional Development for Assistant Principals**

Two professional development sessions launched before the holidays for 136 Assistant Principals in Winston Salem and Wilkesboro. The Northwest - Piedmont-Triad Service Support Team developed the first launched sessions based upon formal and informal feedback from administrators. Future sessions currently in development for additional service support areas are

- Five Components of Literacy for Administrators
- Using EVAAS Data to Support Teachers
- Supporting Beginning Teachers
- Coaching and Feedback
- Creating Cultures For Teacher Development
- Using the Teacher Rubric as Observer and Evaluator

**Superintendents' Quartlery - Greensboro Meeting Covers Current and Future Policy Issues**

Superintendents from North Carolina's 115 local school districts meet with NC DPI staff December 4 in Greensboro. Topics discussed included:

- Revisions to the State Board of Education's Strategic Plan
- The test development process
- Teacher licensing streamlining and licensure testing requirements
- Evaluative use of Standard 6
- Proposed retesting
- Elementary and Secondary Education Act reauthorization, and
- Future policy issues such as revising the accountability and assessment systems, teacher preparation, recruitment and retention, and personalized, competency-based learning

**Task Force on Teacher Recruitment, Credentialing and Retention****Panel focusing on teachers holds first meeting**

The Superintendent/Principal Task Force on Teacher Recruitment, Credentialing and Retention conducted its first meeting at the Education Building in Raleigh in December. The purposes of the task force are to review current licensure requirements to determine need for change and make recommendations;

- provide feedback about changing teacher preparation; and
- make recommendations about reauthorized ESEA related to teacher evaluation.

**Testing and Accountability Council – Panel Meets to Discuss Student Growth and Testing**

The Superintendent's Testing and Accountability Council met December 16 in Greensboro. Discussion topics included:

- Alignment of state tests to standards
- Lexile growth
- Growth and Standard 6
- Growth and data integrity

➤ **Recent Activities of the State Superintendent**

☐ **Attended and/or delivered remarks/keynote address at**

- Council of State, Raleigh, NC
- Superintendent's Quarterly Meeting, Greensboro, NC
- Public School Forum Meeting, Raleigh, NC
- White House Convening of State Education Leaders, Washington, DC
- Holshouser Legislative Retreat, Greensboro, NC
- Kiwanis Club of Raleigh, Raleigh, NC
- Testing and Growth Advisory Council, Greensboro, NC

**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 two 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 Mr. Eric Davis and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments EICS 15 and EICS 16)*

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

***CONSENT***

**EICS 15 – 2014-15 JLEOC: Low-Performing Schools and Improvement Planning**

**Policy Implications:** General Statute §115C-15(25) Section 8.25(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.

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

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

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

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

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

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

**Description:**

A report to the Joint Legislative Education Oversight Committee that includes information about schools identified as low-performing, school improvement plans submission and feedback process.

**Recommendations:**

It is recommended that the State Board accept this report as written to submit to the JLEOC by the due date of January 15, 2016.

**CONSENT**

**EICS 16 – JLEOC Evaluation of Innovative High School Programs**

**Policy Implications:** General Statute §115C-238.50, 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 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).

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

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Mrs. Sneha Shah Coltrane (Director, Advanced Learning), and Mrs. Joyce Loveless (Director, Early College Initiative)

**Description:**

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

The Department of Public Instruction (NCDPI) in conjunction with the NC New Schools/Breakthrough Learning is monitoring and evaluating the progress of these schools in implementing the school model and in the schools’ effect on student achievement. This report provides an update on the initiative and the schools that were open for students during the 2014-15 school year, as well as student achievement

data from these schools. This report is prepared for NCDPI by NC New Schools/Breakthrough Learning.

**Recommendations:**

It is recommended that the SBE discuss the CIHS Joint Advisory Committee recommendations as presented.

**ACTION AND DISCUSSION AGENDA**

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

***ACTION***

**DL 1 – JLEOC School Connectivity Initiative Report to the North Carolina General Assembly and the State Chief Information Officer**

**Policy Implications:** Session Law 2007-323, Sec. 7.28(d)

**SBE Strategic Plan:**

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

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

**Presenter(s):** Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

**Description:**

Pursuant to Session Law 2007-323 SECTION 7.28(d), the State Board of Education shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD).

In this report we provide an update on SCI financial activities for fiscal year 2015 (FY2015) beginning July 1, 2014 through June 30, 2015, and discusses operational activities over the calendar year 2015 (CY2015) beginning January 1, 2015 through December 31, 2015. The core provision for the SCI is specified as follows:

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

business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, E-Rate reimbursement, support services to LEA's and schools and budget;

8. Assurances for a fair and open bidding and contracting process;
9. Technology assessment site survey template;
10. Documentation of how the technology will be used to enhance teaching in learning;
11. Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
12. The number, location and schedule of sites being served; and
13. Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

**Recommendation(s):**

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

**Discussion/Comments:**

- In the absence of DL Special Committee Chair Dan Forest, Vice Chair Rebecca Taylor explained that a thorough discussion of this item occurred during the DL Committee meeting on Wednesday. She summarized the report presentation and discussion, noting that Lt. Governor Dan Forest provided important facts concerning North Carolina's status on moving forward with this initiative.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to accept this School Connectivity Report as presented. (See Attachment DL )*

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

***NEW BUSINESS***

Under New Business, ES&P Committee Chair Olivia Oxendine shared that Dr. Yvette Stewart and Mr. Robert Sox provided an informative report on Principal READY 2016: Teacher Leadership in North Carolina Schools. Dr. Oxendine stated that we are fortunate to have these resources in North Carolina for our principals and teacher leaders.

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

***ACTION CHANGED TO DISCUSSION***

**EICS 1 – Cooperative Innovative High School Program Approval Requests Under the Innovative 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):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning)

**Description:**

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

Legislative language requires 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.

- Alamance-Burlington Early College: Alamance-Burlington Schools/Alamance Community College
- Alexander Early College: Alexander County Schools/Catawba Valley Community College
- Cabarrus Early College of Technology: Cabarrus County Schools/Rowan Cabarrus Community College
- Camden Early College: Camden County Schools/College of Albemarle
- Buccaneer Early College High School: Caswell County Schools/Piedmont Community College
- Chatham County School of Science and Engineering: Chatham County Schools/Central Carolina Community College
- City Of Medicine CIHS: Durham Public Schools/Durham Technical Community College
- Hillside New Tech CIHS: Durham Public Schools/Durham Technical Community College
- Gaston Early College: Gaston County Public Schools/Gaston Community College
- Johnston County Career and Technical Academy: Johnston County Schools/Johnston Community College
- Northampton County Early College: Northampton County Schools/Halifax Community College
- Person Early College for Innovation and Leadership: Person County/Piedmont Community College
- Stanly School of Engineering and Design: Stanly County Schools/Stanly Community College
- 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.

**Recommendation(s):**

It is recommended that the SBE 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. Chair Taylor reported that Buccaneer Early College High School, which was on the recommended approval list, has requested to be withdrawn from consideration.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to accept the list of recommended applicants for approval, deleting Buccaneer Early College High School as they have withdrawn their application. (See Attachment EICS 1)*

***ACTION***

**EICS 2 – Policy Establishing the NC Virtual Public School Advisory Council**

**Policy Implications:** (New)

**SBE Strategic Plan:**

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

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

**Presenter(s):** Dr. Eliz Colbert (Executive Director, NC Virtual Public 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 approve 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.

<i>Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to accept the new policy proposal establishing the NCVPS Advisory Council. (See Attachment EICS 2)</i>
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***ACTION***

**EICS 3 – Recommended Policy Amendment – Revocation of Charter for Lack of Academic Performance**

**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:**

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

<i>Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the policy amendment for SBE Policy #TCS-U-010 as presented. (See Attachment EICS 3)</i>
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***ACTION***

**EICS 4 – Revised Recommended New Policy – Charter School Process**

**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:**

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

**Discussion/Comments:**

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

<i>Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the new policy as presented. (See Attachment EICS 4)</i>
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***ACTION***

**EICS 5 – Request for 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.”

**Recommendation(s):**

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.

<i>Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve this charter amendment for Girls Leadership Academy of Wilmington as presented. (See Attachment EICS 5)</i>
--

***ACTION***

**EICS 6 – 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.

**Recommendation(s):**

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

**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.

<p><i>Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve this charter amendment by the College Preparatory and Leadership Academy of High Point as presented. (See Attachment EICS 6)</i></p>
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***MOVED FROM ACTION ON FIRST READING TO DISCUSSION***

**EICS 7 – JLEOC: Annual Charter Schools Report**

**Policy Implications:** General Statute §115C-218.110

**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 Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

Per G.S. §115C-218.110, the State Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- (1) The current and projected impact of charter schools on the delivery of services by the public schools.
- (2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- (3) Best practices resulting from charter school operations.
- (4) Other information the State Board considers appropriate.

The attached draft report will fulfill this requirement.

**Recommendation(s):**

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

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. Following the discussion, there was Committee consensus to move this item from Action on First Reading to a Discussion item for further vetting.
- Chair Taylor encouraged Board members to review the posted report and to provide suggestions for changes or comments to the Charter School Advisory Board via Mr. Adam Levinson or herself to share as appropriate.
- There was no further discussion.

This item was originally scheduled as an Action on First Reading item, but after deliberation was moved to a Discussion item during the January 2016 State Board of Education meeting.

***DISCUSSION***

**EICS 8 – Approval of New Advisory Board Members for the NC Virtual Public School Advisory Council**

**Policy Implications:** (New)

**SBE Strategic Plan:**

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

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

**Presenter(s):** Dr. Eliz Colbert (Executive Director, NC Virtual Public Schools)

**Description:**

Under newly adopted policy establishing the North Carolina Virtual Public Advisory Council, the membership must include a representative of each Education Region and a charter school representative. As members with terms expiring in December 2015 rotated off, the council is left with vacancies in Education Regions 1, 8 and a charter school representative. Nominations for representatives for these stakeholder groups are presented to the State Board of Education for approval. During 2016, as the Advisory Council transitions to align with the newly adopted policy, the membership will exceed the maximum of 20. The membership maximum will be met in 2017 as current member's terms expire in December 2016.

The complete listing of the Advisory Council membership is attached. Resumes for individuals being nominated are attached for SBE review.

**Recommendation(s):**

The State Board of Education is asked to discuss nominations for new membership to the North Carolina Virtual Public School Advisory Council.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. She explained that the Board will vote on the proposed candidates during its February meeting.
- There was no further discussion.

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

***DISCUSSION***

**EICS 9 – Request for One-Year Delay by Pine Springs Preparatory Academy**

**Policy Implications:** General Statute §115C-218

**SBE Strategic Plan:**

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

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.



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

**Description:**

Pine Springs Preparatory Academy (Wake County) requests that the State Board of Education grant them a one year delay in opening the charter school. In August 2015, the State Board of Education granted final approval to Pine Springs and two other charter applicants to open in August 2016.

In a November 2015 letter to the Office of Charter Schools, the nonprofit board that oversees Pine Springs states that it has experienced unexpected delays in their acquisition, approval for, and construction of their proposed facility due to planning and development issues. The school's request letter, which is included as an attachment, outlines the situation they currently face.

Per their approved application, Pine Springs plans to open a K-5 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows: "Pine Springs Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life." The school will use an experiential-based program focused on four design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

The Office of Charter Schools supports Pine Springs's request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The board will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility construction.
3. The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.

**Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve this one year delay for Pine Springs Preparatory Academy with the above stipulations.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor summarized the discussion of this item, which occurred during the EICS Committee meeting on Wednesday, and explained the rationale for the one-year delay request by Pines Springs Preparatory Academy.
- There was no further discussion.

This item is presented for Discussion during the January State Board of Education meeting and will return for Action in February 2016. (See Attachment EICS 9)

***DISCUSSION***

**EICS 10 – Request for Charter Amendment by Metrolina Regional Scholars’ Academy**

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

**SBE Strategic Plan:**

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

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

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

**Description:**

State Board Policy TCS-U-014 lists which charter amendments 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” is one that must be approved by the State Board.

Metrolina Regional Scholars Academy, located in Charlotte, is seeking to amend its original mission statement, which is as follows: “The Metrolina Regional Scholars’ Academy is a non-discriminatory, public charter school that provides a differentiated, exceptionally challenging education for children of extremely high academic or intellectual ability, ages 4 to 13. We meet the distinctive intellectual, social and emotional needs of our students by providing a supportive environment in which they can meet academic challenges and develop relationships with peers of all ages. We strive to prepare our graduates to become independent, productive, responsible, and creative individuals capable of making original contributions to society.”

The proposed amended mission statement is as follows: “Metrolina Regional Scholars Academy provides a differentiated and challenging learning environment that supports the distinctive intellectual, social, and emotional needs of highly gifted children and enables them to form meaningful relationships with their intellectual peers.”

**Recommendation(s):**

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 January State Board of Education meeting and will return for Action in February 2016. (See Attachment EICS 10)

***DISCUSSION***

**EICS 11 – Request for Charter Amendment by Kestrel Heights School**

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

**SBE Strategic Plan:**

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

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

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

**Description:**

State Board Policy TCS-U-014 lists which charter amendments 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” is one that must be approved by the State Board.

Kestrel Heights School, located in Durham, seeks to amend its original mission statement, which is as follows: “The mission of Kestrel Heights School is to promote the enlightened educational goals of the Paideia Proposal while utilizing effective and innovative teaching techniques at the secondary school level. Students will develop to their fullest potential and the entire charter school community will share a commitment to learning as a lifelong process.”

The proposed amended mission statement is as follows: “Kestrel Heights School provides an environment where academics are emphasized, where children are encouraged to excel and perform at their maximum potential and that promotes creativity and excellence in accordance with the Paideia Principles.”

**Recommendation(s):**

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 January State Board of Education meeting and will return for Action in February 2016. (See Attachment EICS 11)

***DISCUSSION*****EICS 12 – Recommendations for Enrollment and Grade Expansion Request for Charter Schools****Policy Implications:** General Statute §115C-218.5(e-f), SBE Policy #TCS-U-14**SBE Strategic Plan:****Goal 1:** Every student has a personalized education.**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Lisa Swinson (Consultant, Office of Charter Schools)**Description:****Enrollment Growth Greater Than 20%**

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

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

1. The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.
2. The charter school has commitments for ninety percent (90%) of the requested maximum growth.
3. The charter school is not currently identified as low-performing.
4. The charter school meets generally accepted standards of fiscal management.

**Grade Expansion**

A school also must receive SBE approval to add more than one grade lower or higher than is approved in the school's charter.

**2015 Requests for Enrollment Growth and/or Grade Expansion**

Twenty-three schools have submitted requests for expansion that need consideration by the State Board of Education:

- *Paul R. Brown Leadership Academy (Bladen County)*
- *Cabarrus Charter (Cabarrus County)*
- *Pinnacle Classical Academy (Cleveland County)*
- *Central Park School for Children (Durham County)*
- *Excelsior Classical Academy (Durham County)*
- *The Institute for the Development of Young Leaders (Durham County)*
- *Falls Lake Academy (Granville County)*
- *Cornerstone Charter Academy (Guilford County)*
- *Anderson Creek Club Charter School (Harnett County)*
- *Langtree Charter Academy (Iredell County)*

- *KIPP Charlotte (Mecklenburg County)*
- *Corvian Community School (Mecklenburg County)*
- *Bradford Preparatory School (Mecklenburg County)*
- *Charlotte Lab School (Mecklenburg County)*
- *Queen City STEM School (Mecklenburg County)*
- *Orange Charter (Orange County)*
- *Gray Stone Day School (Stanly County)*
- *Henderson Collegiate (Vance County)*
- *East Wake Academy (Wake County)*
- *Southern Wake Academy (Wake County)*
- *Triangle Math and Science Academy (Wake County)*
- *PAVE Southeast Raleigh Charter School (Wake County)*
- *Wilson Preparatory Academy (Wilson County)*

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

**Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve the enrollment and grade expansion requests.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday, noting that some schools were requesting expansion beyond 20 percent. Chair Taylor asked that all Board members review these requests prior to the February meeting. She noted that the Charter School Advisory Board is scheduled to meet on January 11-12 and will be reviewing and making recommendations for the Board's consideration in February.
- There was no further discussion.

This item is presented for Discussion during the January State Board of Education meeting and will return for Action in February 2016. (See Attachment EICS 12)

***DISCUSSION***

**EICS 13 –Recommended Amendments to TCS-U-016 (Fast-Track Replication of High Quality Charter Schools)**

**Policy Implications:** General Statute §115C-218, SBE Policy #TCS-U-016

**SBE Strategic Plan:**

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

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

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

**Description:**

The attached draft version of TCS-U-016 contains amendments proposed by the Charter Schools Advisory Board, consistent with Section 9(a) of S.L. 2015-248, which directs the following:

“By January 15, 2016, upon written recommendations made by the Charter Schools Advisory Board (Advisory Board), the State Board of Education shall amend the process and rules for replication of high-quality charter schools established in North Carolina State Board of Education Policy TCS-U-016 (Fast Track Replication of High Quality Charter Schools) to authorize consideration for fast-track replication of a charter application from a board of directors of a North Carolina nonprofit corporation who agrees to contract with an education management organization or charter management organization currently operating a charter school or schools in the State for at least a year, regardless of whether the board of directors has previously operated a charter school within the State.

The State Board of Education shall report to the Joint Legislative Education Oversight Committee by February 15, 2016, on the amendment to the process and rules for charter school replication as required by this section.”

**Recommendation(s):**

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

**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 January State Board of Education meeting and will return for Action in February 2016. (See Attachment EICS 13)

***DISCUSSION***

**EICS 14 – Recommendations for Charter Schools Expiring in 2016**

**Policy Implications:** General Statute §115C-218.5(d), SBE Policy #TCS-U-007

**SBE Strategic Plan:**

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

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**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 (Education Consultant, Office of Charter Schools)

**Description:**

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

Consistent with G.S. §115C-218.5(d) and SBE Policy #TCS-U-007, the following charter schools request renewal of their charters that will expire June 30, 2016:

- *Clover Garden*
- *Crosscreek*
- *Crossroads Charter High School*
- *Haliwa-Saponi Tribal School*
- *Hope Leadership Academy*
- *Kennedy Public Charter School*
- *KIPP Gaston College Preparatory*
- *New Dimensions*
- *Pine Lake Preparatory*
- *Queens Grant Community School*
- *Roxboro Community School*

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms and a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. OCS presented to the Charter School Advisory Board (CSAB). In reviewing the totality of information, the Advisory Board decided to bring back six groups for interviews in order to gain a better understanding of the school's situation. On December 7, 2015, the CSAB met to interview those schools, ask related questions, and formulate a recommendation to the State Board of Education.

- The Charter School Advisory Board recommended a ten (10) year charter renewal for:
  - *Clover Garden*
  - *Crosscreek*
  - *KIPP Gaston College Preparatory*
  - *Roxboro Community School*
  - *Pine Lake Preparatory*
  - *New Dimensions*.
- A seven (7) year charter renewal was recommended for Queen's Grant Community School.
- A three (3) year charter renewal was recommended for Haliwa-Saponi Tribal School.
- A three (3) year charter renewal was recommended for Hope Leadership Academy with the stipulation that they meet academic growth each school year. In the case that they do not meet growth, they will be asked to appear before the Charter School Advisory Board.
- Nonrenewal was recommended for Kennedy Public Charter and Crossroads Charter High School.

**Recommendation(s):**

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

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday, and summarized the renewal recommendations.
- Chair Taylor also noted a great deal of conversation about two of these schools (Hope Leadership Academy – recommended for three-year renewal; and Kennedy Public Charter – recommended for nonrenewal). Noting that the minutes of the Charter School Advisory Board (CSAB) were minimal, Chair Taylor requested Dr. Deanna Townsend-Smith to come forward to share additional information that was presented to the CSAB that was not included in the minutes.
- Ms. Townsend-Smith provided a broad overview with more specific details to be presented in February prior to the State Board of Education’s action on the schools up for renewal. She shared that the State Board of Education should know that the CSAB used their adopted renewal framework, which is based on General Statute requirements, their mission statement, SBE policies and strategic plan (specifically, Obj. 2.4 – Increasing the number of charter schools meeting academic, operational, and financial goals.)
- Ms. Townsend-Smith directed Board members to the renewal framework provided in the Board materials on eBoard to see why Hope Leadership Academy fell within the three-year renewal category. She explained that during the December meeting, the board chair and the lead administrator at Hope Leadership Academy agreed that the academic performance was not acceptable and made no excuses for their performance. They communicated to the CSAB that they made program and staff changes to ensure better performance in the future. The CSAB recommended a three-year renewal due to them not being comparable to any of the LEAs in the state. More specifically information was revealed on Wednesday about the wait-list for Hope Leadership Academy, but it was discovered that the wait-list was around five students. Additional information will be provided in February.
- As it relates to Kennedy Public Charter, Dr. Townsend-Smith reported that Kennedy Public Charter received the recommendation for nonrenewal. Although they met the minimal stipulations granted when they received their three-year renewal the first time, based on a persistent pattern of not performing adequately academically, the CSAB felt they had an adequate chance to prove that they could meet the needs of the students they were serving. While the CSAB noted that Kennedy was serving a challenging population, their persistence of underperformance necessitated a nonrenewal for the sake of the children, according to Dr. Townsend-Smith. During their deliberations, the CSAB noted that Charlotte-Mecklenburg had nine “F” schools; Kennedy Public Charter was one of the nine and was the lowest-performing school in the cohort, performing at 18.9 percent as opposed to 30 plus percent for the others. Kennedy’s explanation to the CSAB was that they had received new students, which impacted their student performance. However, at the request of the representatives present, they were unable to provide specific information relative to the breakdown of students new to the school, and the response was very limited. Dr. Townsend-Smith reported that during site visits over the last two years, the Office of Charter Schools’ staff noted inconsistencies with instruction at the school, staff had and continue to struggle with knowing who they are, i.e., are they a STEM school, classical school, etc. She also described inconsistencies in the classroom environments. In addition, Dr. Townsend-Smith reported that it was alarming to the CSAB that for the past three years, even though the school had shown some growth, they have not been comparable



to the state or the LEA and that the students continue to suffer in that environment, which is why the CSAB made the recommendation of nonrenewal.

- There was no further discussion.

This item is presented for Discussion during the January State Board of Education meeting and will return for Action in February 2016. (See Attachment EICS 14)

### ***NEW BUSINESS***

Under New Business, EICS Committee Chair Rebecca Taylor shared that the Committee received an update from Ms. Alexis Schauss about the two pilot Virtual Charter Public Schools. Chair Taylor explained that Ms. Schauss provided a three-month summary of student accounting, which included ADM, enrollments, and withdrawals.

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

### ***DISCUSSION***

#### **BSOP 1 – Study on Charter School Closure Funds**

**Policy Implications:** General Statute §115C-218.100, Session Law 2015-241, Section 8.28

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

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

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

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Alexis Schauss (Director, School Business Division)

#### **Description:**

Session Law 2015-241 Section 8.28 requires that the State Board of Education study and develop a proposed policy regarding circumstances in which a charter school, approved by the State Board, shall not be subject to the minimum value requirement of \$50,000 as required by G.S. §115C-218.100 for purposes of ensuring payment expenses related to closure proceedings.

The State Board shall consider providing certain charter schools with a total or partial waiver of the requirement and shall examine criteria such as the years of operation, proven compliance with finance governance, academic requirements of its charter, State law and State Board of Education policy requirements as well as appropriate documentation to show the charter school's financial health and sustainability.

The State Board shall report by February 15, 2016, to the Joint Legislative Education Oversight Committee on the results of the study and a proposed policy, including legislative recommendations.

**Recommendation(s):**

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

**Discussion/Comments:**

- In the absence of BSOP Committee Chair Greg Alcorn, Vice Chair Kevin Howell noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday. Vice Chair Howell encouraged Board members to read the report, which is available on eBoard prior to the Board meeting in February. He noted that the report is due to the Joint Legislative Education Oversight Committee by February 15.
- There was no further discussion.

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

***UPDATE ON CONTRACTS***

(See Attachment on eBoard)

BSOP Committee Vice Chair Kevin Howell encouraged Board members to review the update on contracts located on eBoard.

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

***MOVED FROM ACTION TO DISCUSSION*****SLA 1 – Policies Governing Services for Children with Disabilities**

**Policy Implications:** SBE Policy #GCS-D-000

**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 1.4:** 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 2.5:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth.

**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Mr. William J. Hussey (Director, Exceptional Children Division) and Ms. Lynne Loeser (Consultant for Learning Disabilities/Attention Deficit Hyperactivity Disorder)

**Description:**

Policies Governing Services for Children with Disabilities (Policies) will be amended to reflect changes to the definition, evaluation and identification of students with Specific Learning Disabilities (SLD). The proposed changes align with the amendments to the Individuals with Disabilities Education Act 2004 which permit the use of a process based on a child’s response to scientific-research based intervention and provides that states may not require LEAs to use a discrepancy model. Following a ten-month study period by the SLD Task Force (composed of stakeholders and practitioners from across the state), it is recommended that the use of a discrepancy model that compares intellectual ability to achievement level, is not an appropriate practice in the evaluation and identification of children with SLD and is not supported by the findings of the SLD Task Force.

In alignment with the State Board of Education goal stating that every student has a personalized education and receives instruction through excellent educators, the proposed changes to the North Carolina Policies Governing Services for Children with Disabilities recommend a Responsiveness to Instruction (RtI)-based model as the basis for a comprehensive evaluation in the identification of students with SLD. These changes will establish a consistent process of defining, evaluating and identifying students with SLD based on a review of research in the field.

North Carolina has intentionally paired the RtI-based approach to evaluation and identification of students with SLD with a multi-tiered system of support (MTSS), defined as a framework that promotes school improvement through engaging, research-based academic and behavioral practices. RtI, as an approach to a comprehensive evaluation for identification of students with SLD, provides a consistent methodology for evaluating the effectiveness and success of a multi-tiered system of support, as well as measuring a student’s response to the instruction and intervention received. Both share the common element of data-based problem solving to inform instruction and intervention. In an RtI-based approach to a comprehensive evaluation, a multi-tiered system of support is critical in ensuring that a lack of appropriate instruction is not a determinant factor for a student’s low achievement and insufficient response to instruction and intervention. Consistent with the State Board of Education goal that every student in the North Carolina Public School System graduates from high school prepared for work, further education and citizenship, the proposed policy changes will effectively support our highest percentage of students identified for special education and related services.

Please see the attached report from the SLD Task Force for further detail.

**Recommendation(s):**

The State Board of Education is asked to approve the proposed changes to policies.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday, explaining that this work has been ongoing for several months. He shared that following discussion of this item, the Committee agreed to move this item from an Action to a Discussion item. Therefore, this item will return to the Board for Action in February.

- There was no further discussion.

This item was originally scheduled as an Action item but, after Committee deliberations, was moved to a Discussion item and will return for Action during the February 2016 State Board of Education meeting

***ACTION ON FIRST READING***

**SLA 2 – Report to the North Carolina General Assembly: Pilot Program to Raise the High School Dropout Age from Sixteen to Eighteen**

**Policy Implications:** Session Law 2013-360 (SB 402, Budget Bill), Sec. 8.49 as amended by Session Law 2014-2015, Sec. 64

**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.

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

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

**Presenter(s):** Dr. Aron Gabriel (Associate Superintendent, Newton-Conover City Schools) and Mrs. Angela Simmons (Director, Student Support Services, Hickory Public Schools)

**Description:**

Pursuant to SL2013-360, the State Board of Education shall authorize the Hickory Public Schools and the Newton-Conover City Schools to establish and implement a pilot program to increase the high school dropout age from 16 years of age to the completion of the school year coinciding with the calendar year in which a student reaches 18 years of age, unless the student has previously graduated from high school.

The local school administrative units, in collaboration with the State Board of Education, shall report to the Joint Legislative Education Oversight Committee, the House Appropriations Subcommittee on Education, and the Senate Appropriations Committee on Education/Higher Education.

**Recommendation(s):**

It is recommended that the Board approve the pilot program.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Chair Davis stated that given the fact that this pilot program will continue past this report he felt it was appropriate to consider this report as an interim report.
- Vice Chairman Collins stated that this is an important issue, which involves a lot of work and discussion prior to any recommendation being made. He added that this particular study is well done, but involves a small school system and a small sample of students. He suggested that the Board have in-depth discussions concerning this issue. Chairman Cobey suggested that Mr. Martez Hill place this item on the tentative agenda for the Board's spring work session as a possible topic.
- There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Mr. A.L. Collins, the State Board of Education voted unanimously to accept the pilot program report and to label it as an interim report. (See Attachment SLA 2)*

## **DISCUSSION**

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

**Policy Implications:** General Statute §115C-121, SBE Policy #TCS-B-005, Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

#### **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. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

#### **Description:**

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

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

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are four vacancies: two (2) appointments to represent Parents of Children with Disabilities; one (1) Special Education Teachers (PreK-12); and one (1) Local Education Agency Exceptional Children

Program Director. The vacancy is due to appointment resignation, replacement due to non-attendance and or no longer eligible to represent the position. At the January meeting, the State Board of Education is asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills, Northwest and Western Regions are not represented. The Council also seeks recommendations with gender and race diversity.

**Recommendations:**

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

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Chair Davis called on fellow Board members to make recommendations for membership on the Council on Educational Services for Exceptional Children, specifically parents to serve on the Council.
- There was no further discussion.

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

***DISCUSSION***

**SLA 4 – Advisory Council Membership for the Governor Morehead School for the Blind**

**Policy Implications:** SBE Policy #TCS-B-007

**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.

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

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Educational Services for the Deaf and Blind)

**Description:**

Recommendations are needed to fill vacancies of two (2) resigned members of the Governor Morehead School for the Blind Advisory Council. DPI staff will work with SBE members to identify candidates to fill these vacancies.

**Recommendations:**

It is recommended that the North Carolina State Board of Education approve nominees for the Governor Morehead School Advisory Council at the February 2016 SBE meeting.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. This item will return for a vote in February.
- There was no further discussion.

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

**NEW BUSINESS**

Under New Business, SLA Committee Chair Eric Davis noted that Dr. Tammy Howard and Dr. Tiffany Perkins provided a continuing update on the current status of the Proof of Concept study, noting continual progress, but much more work to be done. He stated that the Board is open to any feedback about this study.

In addition, the SLA Committee received a proposed resolution supporting the Governor's Call to Action regarding aligning the talent pipeline to meet the needs of the economy. Mr. Davis requested that Mr. Martez Hill read the proposed resolution into the record.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
RESOLUTION SUPPORTING  
*Governor Pat McCrory's Call to Action*  
**TO ALIGN THE TALENT PIPELINE TO MEET THE NEEDS OF THE ECONOMY**  
*January 7, 2016***

**WHEREAS**, nearly fifty years ago, 79 percent of jobs in the United States required only a high school diploma or less and by 2015, only 35 percent of jobs in the United States were available to high school graduates and dropouts, according to the *NC Department of Commerce*; and

**WHEREAS**, 44 percent of North Carolina businesses indicate difficulty finding employees they need according to a 2014 survey of nearly 800 North Carolina employers, conducted by the *NC De and Economic Analysis Division (LEAD)*; and *Department of Commerce's Labor*

**WHEREAS**, the top three reasons for hiring difficulties were lack of work experience, credentials, and occupational skills; and

**WHEREAS**, *North Carolina* faces a gap between educational attainment and industry's projected need for educated workers; and

**WHEREAS**, to ensure North Carolina is prepared for future success, a statewide workforce development goal must be established to fulfill this economic and social need; and

**WHEREAS**, the *North Carolina State Board of Education (SBE)* will work to ensure that every public school student will graduate ready for postsecondary education and work, prepared to be a globally engaged and productive citizen; and

**WHEREAS**, the SBE will use its constitutional authority to lead and uphold the system of public education in *North Carolina*;

**NOW THEREFORE BE IT,**

**RESOLVED**, that, the SBE supports *Governor Pat McCrory's Call to Action* in setting a goal for 2025 that 67 percent of working-age North Carolinians will have education and training beyond high school in order to meet the needs of the economy; and

**RESOLVED**, that, the SBE will continue to collaborate and partner with the UNC Board of Governors, the NC Board of Community Colleges, and the NC Association of Independent Colleges and Universities to establish common goals and alignment of activities related to workforce development, improving teacher quality, and developing school leadership; and

**RESOLVED**, that, the SBE will use education and workforce data to inform policy, track progress, measure success and support implementation of an online reporting dashboard that all stakeholders can assess to review progress towards meeting this goal using baseline data already collected by the *NC Department of Commerce's Labor and Economic Analysis Division* and longitudinal data system; and

**RESOLVED**, that, the SBE will continue its endorsement of programs for students meeting Career and College ready graduation requirements; and

**RESOLVED**, that, the SBE will engage North Carolina business and industry partners to identify employee knowledge and skills needed to be an effective worker in the current and future marketplace; and

**RESOLVED**, that, the SBE will continue to support the expansion of *North Carolina's Career and College Promise* program and *Career and Technical Education (CTE)* credentials that provide high school students the opportunity to earn postsecondary credit and college degrees and CTE credentials that will lead to successful employment; and

**RESOLVED**, that, the SBE will continue its support for identifying work-ready certified communities meeting the *NC Works Commission's* criteria; and

**RESOLVED**, that, the SBE will

- Support local education agencies in developing and implementing career pathways as part of their local application for funding from *Carl D. Perkins Career and Technical Education Act*;
- Provide support to teachers and administrators to increase the number of students leaving secondary education prepared for college through professional development, instructional coaching, and providing resources aligned to instructional standards; and

**RESOLVED**, that, Board members direct the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education.

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William W. Cobey, Chairman  
North Carolina State Board of Education

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June St. Clair Atkinson, State Superintendent  
North Carolina Department of Public Instruction

*Upon motion by Mr. Eric Davis, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to adopt the proposed resolution supporting the Governor's Call to Action regarding aligning the talent pipeline to meet the needs of the economy as presented.*

## **HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT (MS. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)**

### ***NEW BUSINESS***

Under New Business, HRS Committee Chair Patricia Willoughby shared that the HRS Committee received an informative report from SBE Senior Student Advisor Grace Russell about her Academic Integrity Project.



**CHAIRMAN'S REMARKS**

Under the Chairman Remarks, Chairman Cobey presented for approval the slate of nominees for the State Board of Education Interagency Committee. He reminded Board members that this committee brings 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. The work of this group can lead to substantive, important changes and collaborations that will make a difference for children and educators.

After directing Board members to the slate of nominees available on eBoard, Chairman Cobey asked for a motion to approve the nominees as presented.

*Upon motion by State Treasurer Janet Cowell, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the slate of nominees for the State Board of Education's Interagency Committee as presented.*

Chairman Cobey also noted that the Board received a copy of the report from the Academic Standards Review Commission this week. He assigned the report to the Student Learning and Achievement Committee and asked that Chair Eric Davis return in February with a plan for review of the report over the next few months on how the Board should consider the recommendations in the report.

Chairman Cobey announced that Dr. Olivia Holmes Oxendine has authored a chapter titled "The Elder Teachers Project: Learning from their Stories," that will be published in an edited book titled American Indian Women of Proud Nations; the book will be released this spring. He congratulated Dr. Oxendine on this accomplishment, which is a testimony to her work.

**NEW BUSINESS**

No new business was brought before the Board.

**OLD BUSINESS**

No old business was brought before the Board.

**ADJOURNMENT**

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

*Upon motion by Mr. Wayne McDevitt and seconded by State Treasurer Janet Cowell, Board members voted unanimously to adjourn the January 6 and 7, 2016, meeting of the State Board of Education.*