

**EXECUTIVE SUMMARY****Title:** Program Approval Exemption Requests Under the Innovative Education Initiatives Act**Type of Executive Summary:**

Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute #115C-238.50 Part 9 (General Session 2003-277 – Senate Bill (656))  
 SBE Policy # \_\_\_\_\_  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Mr. Robert L. Logan (Associate Superintendent, Innovation and School Transformation) and Ms. Tabitha Grossman (Director, Learn and Earn Early College High Schools)

**Description:**

An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target: (1) high school students who are at risk of dropping out of high school before attaining a high school diploma or (2) high school students who would benefit from accelerated academic instruction. GS 115C-238.53, (f) states "Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college."

The attachment for this item includes the applying schools, the waivers requested, barriers needing to be removed, and recommendations to support the first year of implementation along with programmatic details and a copy of the enabling legislation.

**Resources:**

N/A

**Input Process:**

Personnel of LEAs and Community Colleges

**Stakeholders:**

Local Education Agencies, Community College, University of North Carolina, Independent College Personnel, High School Students, Parents, and School Staff

**Timeline For Action:**

This item is presented for Action on First Reading at the March 2008 State Board of Education meeting.

**Recommendations:**

It is recommended that the SBE approve the exemptions as recommended under the Innovative Education Initiatives Act.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 919-807-3435

## STATE BOARD OF EDUCATION

### 2008 Cooperative Innovative High School Programs (Part I)

#### **Innovative Education Initiatives Act Summary**

Session Law 2003-277 (SB 656) as amended by S.L. 2005-276 requires boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities to serve high school students who are at risk of dropping out of school before attaining a high school diploma, or to serve high school students who would benefit from accelerated academic instruction. Students would be eligible to attend these programs as early as ninth grade. The programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a college or university. A program would operate under the terms of a signed written agreement for a term of no more than five school years.

The act further directs “that the boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended.” General Statute (G.S.) 115C-238.51(d) as modified by S.L. 2005-345 further directs that the “State Boards shall approve all applications by June 30 of each year.” G.S. 115C-238.53(f) also provides that “[e]xcept as provided in this Part and under the terms of the agreement, a program may be exempted by the applicable governing board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution or a local board of trustees. (2005-276, s. 7.33.a.)” Nothing in the act is to be construed to obligate the General Assembly to make appropriations to implement the act. This act became effective June 27, 2003 and was subsequently codified as Part 9, G.S. 115C-238.50 – G.S. 115C-238.55.

#### **Applying Schools**

The following schools submitted applications under Section 2 of the Innovative Education Initiatives Act for consideration by the governing boards. State Board of Education regions are in parenthesis.

#### **Beaufort County Early College High School (1)**

Beaufort County Early College High School a partnership between Beaufort County Schools and Beaufort County Community College will serve 200 students in grades 9-12. Every student will pursue a college preparatory curriculum and will earn a high school diploma while completing an associate’s degree during its five year program. The school will provide individualized programming, counseling, and rigorous academics taught through interdisciplinary, project based learning and community experiences.

#### **Beaufort College Academy at Northside High School (1)**

Beaufort College Academy at Northside High School targets students in grades eleven and twelve who wish to earn college credits while enrolled in high school. Beaufort College Academy utilizes interactive teleconferencing to deliver community college courses to students housed on the campus of Northside High School.

### **Beaufort College Academy at Southside High School (1)**

Beaufort College Academy at Southside High School targets students in grades eleven and twelve who wish to earn college credits while enrolled in high school. Beaufort College Academy utilizes interactive teleconferencing to deliver community college courses to students housed on the campus of Southside High School.

### **Beaufort College Academy at Washington High School (1)**

Beaufort College Academy at Washington High School targets students in grades eleven and twelve who wish to earn college credits while enrolled in high school. Beaufort College Academy utilizes interactive teleconferencing to deliver community college courses to students housed on the campus of Washington High School.

### **Beaufort County Educational Technical Center (1)**

Beaufort County Educational Technical Center is an alternative secondary school that serves students at high risk of academic failure and/or dropping out of school. Beaufort County Educational Technical Center offers its students the opportunity to enroll in community college courses as a preventative measure.

### **Blue Ridge Virtual Early College High School (8)**

Blue Ridge Virtual Early College located on the current Blue Ridge school campus in Cashiers, NC, will consist of grades seven through thirteen. Students enrolled in Blue Ridge Virtual Early College may earn either a high school diploma and an associate's degree or a high school diploma and college transfer credit. The Blue Ridge Virtual Early College High School faculty and staff will work together with Southwestern Community College and the business community to help students become successful in the technological global society. Students will become independent critical thinkers, life-long learners, and responsible community contributors empowered to earn a living in an ever changing 21<sup>st</sup> century world.

### **Caldwell Career Center Middle College (7)**

Caldwell Career Center Middle College is a full day middle college of choice that provides training in three major areas: construction, information and engineering technologies. Through a partnership with Caldwell Community College, Caldwell Career Center Middle College produces graduates with high academic and high technical skills in the careers of high demand and assists students in transitioning to education and/or apprenticeships or internships after high school graduation.

### **Cleveland Early College High School (6)**

Cleveland Early College High School a partnership with Cleveland Community College provides challenging, student-centered curriculum fostering educational, personal, and social development of its students ensuring all are prepared for college and work. Cleveland Early College High School seeks first generation college students and students marginalized and likely to drop out of school before graduation. Cleveland Early College High School provides active, research-based instructional strategies. Students will engage in cooperative inquiry including problem-based learning, collaborative learning, problem solving, and work-based educational experiences.

### **Columbia iSchool (1)**

Columbia iSchool, a partnership between Tyrrell County Schools, Beaufort County Community College and UNC-G iSchool, is designed to serve a diverse student population and incorporate best instructional practices. Students attending Columbia iSchool will earn a high school diploma and two years of college credit within for our five years. The college curriculum will include coursework in Associate degrees from Beaufort County Community College that consist of business administration, early childhood, mechanical engineering technology/drafting and design, or two years of college credit from UNCG iSchool towards a four year college degree.

### **Early College of Forsyth (5)**

Early College of Forsyth is a small Winston – Salem Forsyth County high school with a maximum of 400 students located on the main campus of Forsyth Technical Community College. The academic design of the school is rigorous and expects students to successfully complete high school and college coursework. Students will receive their Associates in Arts Transfer Diploma in four years and their Associates in Arts degree in five years.

### **Hertford County Early College (1)**

The Hertford County Early College, located on the Roanoke-Chowan Community College campus is a unique and innovative nine through thirteenth grade school that enables students to earn a high school diploma while earning college credit. The Hertford County Early College provides a rigorous, inquiry based, technology-rich, and hands-on curricula that promotes critical thinking and problem-solving activities that prepare students for real-world experiences. The nurturing educational environment created by caring and dedicated staff, community partnerships, and parent involvement at Hertford County Early College provides students with individualized attention that enhances social and academic skills.

### **Hillside New Tech High School (3)**

Hillside New Tech High School will serve a small school within a school on the campus of a comprehensive high school. The school will focus on embedding a digital instructional model to deliver a college preparatory curriculum that emphasizes science, technology, engineering and mathematics (STEM) and college courses throughout the students' high school experiences.

### **Hyde County Early College High School (1)**

Hyde County Early College High School provides learning opportunities for all students who desire to complete high school with an Associate's degree or two years of college transfer credit. Students are provided with learning opportunities through the internet and learning communities facilitated by high qualified high school teachers and Beaufort County Community College instructors. Graduates will possess the requisite skills and knowledge to continue their education at a four year university or to begin a career.

### **J. P. Knapp Early College High School (1)**

The J. P. Knapp Early College High iSchool is in collaboration with the University of North Carolina at Greensboro in the delivery of the Early College, Learn and Earn initiative. J. P. Knapp Early College High iSchool will be located on the campus of the J. P. Knapp facility in the Currituck County school district with cyberspace and the vehicle to deliver college courses in this initiative. The school will provide a rigorous, relevant, and responsive environment blended with a unique virtual learning environment. The culminating educational experience will provide students with both a North Carolina high school diploma as well as two years of college credit within a four to five year early college high school experience.

### **Jackson County Early College High School (8)**

The Jackson County Early College High School is located in Sylva, North Carolina on the campus of Southwestern Community College. Jackson County Early College High School is a progressive educational environment where rigorous and innovative learning experiences are personalized for students. Jackson County Early College High School exists to facilitate student transition, incorporate post-secondary opportunities, and link academics to real life. Students will complete the requirements for a high school diploma and an Associate's degree or the equivalent college transfer program. In shared leadership, faculty and students are committed to academic and personal growth creating a learning community. Education partners include Jackson County Public Schools, Southwestern Community College, and Western Carolina University.

### **Johnston County Early College Academy (3)**

The Johnston County Early College Academy located on the campus of Johnston County Community College makes it possible for students to earn two years of college credit as well as a high school diploma in five years. Johnston County Early College Academy will work in concert with the existing Middle College to offer a broad range of educational opportunities for a diverse student population. The Johnston Early College Academy will focus on meeting the needs of both the student and the 21<sup>st</sup> century economy of Johnston County.

### **Jones County Early College High School (2)**

Jones County Early College High School is a collaborative effort between Jones County Schools and Lenoir Community College. Located in Trenton, North Carolina, Jones County Early College High School serves first generation college-going students who have shown potential, but have traditionally lacked the support necessary to achieve that potential. The environment created at Jones Early College High School is one of collaboration, nurturing, and self-reflection. Students, parents, caring teachers, and administration will work together to create a personal education plan that stresses the importance of education and life-long learning.

### **Macon County Vocational/ Technical School (8)**

Macon County Vocational/ Technical School will provide a safe learning environment with emphasis on integrating specialized vocational/technical training and academic learning. The program will allow students to achieve a high school diploma and a certificate in a vocational area. Each graduate will possess a confident knowledge of the fundamentals necessary to succeed in a rapidly changing, technologically oriented society. In partnership with local colleges, businesses and economic development agencies, Macon County Vocational School will work toward enhancing the economic, social, and historic strengths of the region.

### **New Hanover County: Performance Learning Center (2)**

New Hanover County Schools have partnered with NC Communities in Schools to open a Performance Learning Center in New Hanover County. Students who are at risk of dropping out of school prior to earning a high school diploma are the target population. Students will utilize computer-based curriculum in conjunction with Project-based learning to master the NCSCOS. Students at the Performance Learning Center (PLC) will be matched with a community based mentor and will complete a Personal Life plan designed to enable them to succeed in school and in life. Students will participate in internships, service learning projects and/or dual enrollment at a technical or community college. Students who attend PLC will be prepared to succeed both in college and in the workplace.

### **Rockingham Early College High School (5)**

Rockingham Early College High School is a small school with a diverse population located on the campus of Rockingham Community College. Our guiding principles are rigor, relevance, relationships, equity, and sustainability. All students participate in a university-prep curriculum which is aligned with federal guidelines and state adopted curriculum that meets individual student needs. All students will have a work-based learning experience and a teacher advisory. We will utilize non-traditional scheduling that promotes meaningful learning as well as student to student, student to teacher, and student to community relationships. Our student recruitment efforts will be directed toward historically underrepresented populations.

### **Rowan County Early College High School (7)**

Rowan County Early College is a non-traditional high school that is a blend of high school and college. Rowan County Early College High School is designed to serve under represented students such as first-generation college students with an emphasis on powerful teaching and learning. The school will integrate high school and the college experience, improve college preparedness, provide personalization, and provide rigorous coursework. Students will graduate with a high school diploma and two years of college credit that can be transferred to the student's selected college.

### **Vance County Early College High School (3)**

Vance County Early College High School, a partnership with Vance County Schools and Vance-Granville Community College, is located on Vance/Granville Community College's Henderson campus. Vance County Early College High School offers students a personalized five-year educational program which when completed awards a North Carolina high school diploma and an Associate's degree and/or two years of college transfer credit at no expense to its graduates. The school provides individualized programming, counseling, socialization skills, rigorous academics taught through interdisciplinary, project-based learning and community experiences in a small school setting. Students, family, faculty and community partners operate in an environment of mutual responsibility, trust and respect.

### **Warren County High School & Warren New Tech High School (3)**

Warren County High School prepares students to meet the challenges of the 21st century and to become productive, responsible and contributing members of society. The beliefs are that: students' learning needs should be the primary focus of all decisions impacting the work of the school; a safe and physically comfortable environment promotes student learning; the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners; students learn in different ways and should be provided with a variety of instructional approaches to support their learning; and each student is a valued individual with unique physical, social, emotional, and intellectual needs.

### **Warren County Early College High School (3)**

Warren Early College High School is an innovative partnership with Vance Granville Community College and Warren County Schools. The small, autonomous high school will provide a relevant and rigorous academic focus along with personalized relationships among faculty, parents, and students that will serve a diverse population reflective of Warren County Schools. The Warren Early College High School will address the needs of students who are capable of possessing the maturity and independence to accept the challenges of this progressive school. The students will graduate with a high school diploma and an associate's degree. The Warren Early College High School will help us to further State Board of Education policies, address the economic needs of the region, and strengthen the educational programs offered in the local educational unit.

### **Wayne School of Engineering at Goldsboro High School (2)**

Wayne School of Engineering at Goldsboro High School, a partnership between Wayne County Schools and Wayne Community College, operates as a separate school within a school on the campus of Goldsboro High School. The school provides an accelerated curriculum which infuses science, technology, engineering, mathematics (STEM), and project based learning. Additionally a progressive curricular approach is being utilized through virtual public high school and the local community college to maximize the student's experience so that students will have the capability to reach very high levels of academia. Through the use of these approaches, Wayne School of Engineering at Goldsboro High school will incorporate rigor, relevance and relationships.

### **Wayne Early College High School (2)**

Wayne Early College High School, a partnership between Wayne County Public Schools and Wayne County Community College, is designed to prepare students to be college ready and to complete two years of college as they complete their high school graduation requirements. The high school will provide a student-centered learning environment where each student will focus on individual educational choices, academic and vocational, integrating and emphasizing both academic and technical skills necessary for students to be successful in a more demanding and challenging workplace. The student's high school program of study will be College University Prep. The program will increase retention and completion rates through small class size, connected student-teacher relationships, student tutoring, strong parent involvement, community involvement, AVID instruction and high expectations of students.

**Addressing Policy Barriers Facing Learn and Earn Early College High Schools**

Cooperative Innovative High School programs represent a bold new vision for high schools in a number of ways. They seek to build on best practices in workforce development and tech prep to provide students with work-based experiences and significant progress through college at the same time. Most importantly, Cooperative Innovative High Schools programs will leverage secondary-postsecondary partnerships to provide access to college for all students. The table below lists exemptions [G.S. 115C-238.53(f)] requested by the schools to facilitate implementation.

Exemption(s)	Local Education Agency (LEA)	Rationale	Recommendation
Allow full-time students who are enrolled in one high school course to enroll in more than one community college course for which they are eligible	Early College of Forsyth Rowan County ECHS Columbia iSchool Hyde County ECHS Jones County ECHS Vance County ECHS Warren ECHS	This is considered acceleration and is one of the purposes of the Cooperative Innovative High School Program.	<i>Grant exemption.</i>
Allow the community college to develop a course needed by students in the program (and open to other, non-high school students) even though such a course was available from at least one high school in the district	Early College of Forsyth Rowan County ECHS Columbia iSchool Jones County ECHS Rockingham ECHS Vance County ECHS Warren ECHS	The ECHS is the high school for these students and is located on the college campus. It would not be efficient for students to return to a school campus to access a designated course.	<i>Grant exemption.</i>
Allow modification of courses within the Career and Technical pathways	Early College of Forsyth Johnston County ECHS	The Articulation Agreement with the Community College System allows community college credit for identified courses. If granted, this exemption would allow the courses also to count as high school CTE credit.	<i>No exemption is required. Use the existing modification procedures.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Allow substitutions in Pathway Courses when necessary for graduation or as a necessary accommodation to complete requirements for graduation	Early College of Forsyth	Career-Technical Education already has a process established for this purpose.	<i>No exemption is required. Use the existing modification procedures.</i>
Permit students enrolled in the Early College High School to receive credit for Algebra I when taken in grade eight	Early College of Forsyth Rowan County ECHS Hyde County ECHS Rockingham ECHS Vance County ECHS	Algebra I is given high school credit when taken at the middle school level, however students must take four math courses at the high school level.	<i>Grant exemption provided the student takes four math courses at the high school level.</i>
If Early College High School students choose to enroll in university and college Tech Prep pathways, permit the students to be assessed by alternative methods and waive the VoCATS	Early College of Forsyth	This is a requirement of the Perkins Act.	<i>Do not grant exemption.</i>
Permit students to meet graduation requirements by meeting portfolio assessment requirements in core subjects not assessed by EOCs	Early College of Forsyth	Local boards can establish their own policies regarding the assessment requirements for courses that do not have an EOC test.	<i>Exemption is not needed. However, a system of quality control needs to be established by local boards prior to implementation.</i>
Permit high school students to count a college class for core graduation requirements provided they meet the course standards and portfolio assessment	Early College of Forsyth Columbia iSchool Cleveland ECHS Blue Ridge Virtual ECHS Beaufort County ECHS Hillside New Tech HS Jackson County ECHS Johnston County ECHS Wayne School of Engineering at Goldsboro HS Wayne County ECHS	Standards and rubrics should be established for quality assurance across the state from program to program.	<i>Do not grant exemption.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendations</b>
<p>Exempt the courses listed below from high school graduation requirements in favor of required designated college two-course sequences which adequately cover and/or surpass the competency goals of the listed courses:</p> <p>Health &amp; PE (Replace w/ HEA 110 and PED 142); English III (Replace w/ ENG 231 &amp;232); English IV (Replace w/ ENG 241&amp; 242); Spanish I (Replace w. SPA 111 &amp;112); Spanish II (Replace w/ SPA 211 &amp;212)</p>	<p>Early College of Forsyth Rowan County ECHS Columbia iSchool Hyde County ECHS Jones County ECHS Rockingham ECHS Vance County ECHS Warren ECHS</p>	<p>The sites requesting this waiver will become the students' high school, therefore, this waiver request is reasonable.</p>	<p><i>Grant exemption.</i></p>
<p>Allow faculty meeting the community college and SACS certification requirements to teach courses accepted for high school graduation requirements</p>	<p>Early College of Forsyth Wayne County ECHS</p>	<p>Only teachers who are employed by the LEA/school count in determining the percentage of teachers being high qualified under NCLB.</p>	<p><i>Exemption not required.</i></p>
<p>Exempt programs from the strict seat or clock (instructional) hour requirements</p>	<p>Early College of Forsyth Beaufort County ECHS Hillside New Tech HS New Hanover County: Performance Learning Center Rockingham ECHS Wayne County ECHS</p>	<p>Policy already exists supporting this request.</p>	<p><i>Exemption not required.</i></p>
<p>Allow students under 16 to operate equipment considered hazardous under supervision during instructional periods and internship/cooperative training</p>	<p>Early College of Forsyth</p>	<p>Upon consultation with the community college, it was decided this would not be an appropriate exemption to grant.</p>	<p><i>Do not grant exemption.</i></p>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Allow students to enroll in summer Community College courses for which they are eligible even if they have not taken the equivalent of one-half or a full time schedule of high school classes during the preceding year	Early College of Forsyth Rowan County ECHS Columbia iSchool Jones County ECHS Vance County ECHS Warren ECHS	Community College will not be able to fund their enrollment. LEAs would have to fund with local funds.	<i>Grant exemption to Local Education Agencies, provided the Local Education Agencies are willing to use local funds to do so.</i>
Allow the partners to develop curriculum that permits students to meet graduation requirements using college level courses taught by college faculty	Early College of Forsyth Cleveland ECHS Blue Ridge Virtual ECHS Hyde County ECHS Johnston County ECHS Jones County ECHS Rockingham ECHS Vance County ECHS Wayne County ECHS Warren ECHS	A review panel (personnel from DPI and the four higher education entities) should be established to review and approve such courses. A catalog could be established and disseminated for use by other reforming high schools.	<i>Grant waiver contingent upon courses being developed and approved by the panel.</i>
Allow the partners to restructure courses to increase opportunities for experiential and project based learning as well as differentiated independent learning	Early College of Forsyth Hyde County ECHS Rockingham ECHS Vance County ECHS Wayne County ECHS	A review panel (personnel from DPI and the four higher education entities) should be established to review and approve such courses. A catalog could be established and disseminated for use by other reforming high schools.	<i>Grant waiver contingent upon courses being developed and approved by the panel.</i>
Permit the Early College High Schools to “blend” high school and community colleges courses	Early College of Forsyth Columbia iSchool Hyde County ECHS Jackson County ECHS Johnston County ECHS Jones County ECHS Rockingham ECHS Vance County ECHS	DPI and the Community College should establish a process for reviewing and approving such courses.	<i>Grant waiver contingent upon courses being developed and approved by the Department of Public Instruction and the Community College.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Allow credit for English IV to be met using college level courses	Early College of Forsyth Rowan County ECHS Columbia iSchool Cleveland ECHS Hyde County ECHS Johnston County ECHS Jones County ECHS Rockingham ECHS Vance County ECHS Warren ECHS	One hundred percent (100%) of the high schools enrolled in this program will take all of their courses on the campus of the community college or four-year institution.	<i>Grant exemption.</i>
Allow Early College High School students to test out of required high school courses by taking and passing the End of Course Test or scoring an 85 or better on requisite final exams. (Students will still need to complete 28 graduation credits; however, this exemption could waive certain specific required courses)	Early College of Forsyth Columbia iSchool Blue Ridge Virtual ECHS Beaufort County ECHS Hyde County ECHS Jackson County ECHS Johnston County ECHS Jones County ECHS Rockingham ECHS Vance County ECHS	Testing out of the EOC courses should occur based on a certain standard (better than passing - a B level, but not requisite exams).	<i>Grant exemption for testing out of required high school courses by taking and passing EOC assessments at a B level for Early College High School students only. Exemption not extended to requisite exams.</i>
Allow students to be exempt from EOC state testing except those courses required by NCLB English I, Algebra I, and Biology (Use other methods to evaluate student and program success)	Early College of Forsyth	NCLB should not be the measure since it does not address the students who currently score above the state bars in math and reading. The EOC tests are part of the State Accountability System.	<i>Do not grant exemption.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Waive the requirement for EOC scores of students “simultaneously enrolled” in more than one school to be counted where the course is taught	Early College of Forsyth Blue Ridge Virtual ECHS Jackson County ECHS Jones County ECHS Rockingham ECHS Vance County ECHS	Local control.	<i>Grant exemption.</i>
Allow the sites to develop a testing calendar for the administration of state tests that may differ from the usual state timeline	Early College of Forsyth Columbia iSchool Cleveland ECHS Blue Ridge Virtual ECHS Hyde County ECHS Jackson County ECHS Johnston County ECHS Jones County ECHS Macon County Voc./Tech School New Hanover County: Performance Learning Center Wayne County ECHS Warren ECHS	Accountability Services has established a process by which reforming high schools can request this exemption.	<i>No Action required by State Board of Education. Requests are referred to Accountability Services.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Establish a school calendar that aligns with the community college involved in the partnership	Early College of Forsyth Columbia iSchool Cleveland ECHS Blue Ridge Virtual ECHS Beaufort College Academy at Northside HS Beaufort College Academy at Southside High School Beaufort College Academy at Washington High School Beaufort County Ed. Tech Center Beaufort County ECHS Johnston County ECHS Jones County ECHS Jones County ECHS Macon County Voc./Tech School Rowan County ECHS Vance County ECHS Warren ECHS Warren New Tech HS Warren County HS Wayne County ECHS Warren ECHS	There is an established procedure for this purpose.	<i>No action required by the State Board of Education.            Waiver granted through the calendar waiver process</i>
Allow alignment of the Early College High School daily calendar regarding holidays and teacher workdays	Early College of Forsyth Cleveland ECHS Blue Ridge Virtual ECHS Jackson County ECHS Jones County ECHS Warren ECHS	The calendar waiver only applies to the beginning and ending of the school year. Early College High School staff and students must follow the same daily calendar as the community college so classes will not be missed due to any holiday or staff work day being observed by one institution and not the other.	<i>No exemption is required. Early College High Schools are located on community college and university campuses.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Allow highly qualified middle school certified teachers to teach upper level students	Early College of Forsyth	Need to maintain the integrity of highly qualified professionals for NCLB	<i>Do not grant exemption.</i>
Allow the NC principal certification requirements to be waived	Early College of Forsyth Hyde County ECHS Macon County Voc./Tech School	Granted by the State Board of Education in the past	<i>Grant exemption.</i>
Allow the LEA to hire a principal funded by the state during Year 1 when the student population is less than 100	Early College of Forsyth	Provided for in statute	<i>Exemption not required.</i>
Hold LEAs harmless in the loss of state paid teaching positions during the first four years of implementation	Early College of Forsyth	This requires an allocation of additional funding by the General Assembly	<i>Do not grant exemption.</i>
Hold LEAs harmless for reversion of money due to a possible 2% reduction in ADM due to enrollment in new school	Early College of Forsyth	This requires an allocation of additional funding by the General Assembly	<i>Do not grant exemption.</i>
Fund the principal at Early College High Schools using a different formula than the per teacher basis	Early College of Forsyth Hillside New Tech HS Hyde County ECHS Jackson County ECHS Macon County Voc./ Tech School	State funds are not available for this purpose.	<i>Grant exemption to Local Education Agencies, provided the Local Education Agencies are willing to use local funds to do so.</i>
Allow a waiver from 115C-156 so that vocational funds may be used for other technical education instruction, supplies, materials and equipment	Early College of Forsyth	Use of these funds is spelled out in Perkins Legislation and North Carolina's plan that is submitted to the United States Department of Education.	<i>Do not grant exemption.</i>
Allow a waiver from categorical funding so that the amount funded is in a lump sum to be utilized as best meets the needs of the school	Early College of Forsyth	The categorical allotments are directed in state legislation.	<i>Do not grant exemption.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Provide relief from a reduction in transportation efficiency ratings caused by the bussing of students to the community college campus	Early College of Forsyth Johnston County ECHS Jones County ECHS Wayne County ECHS Warren ECHS	Documented excess transportation costs will be reimbursed.	<i>Do not grant exemption.</i>
Textbook Waiver	Early College of Forsyth Blue Ridge Virtual ECHS Jackson County ECHS Macon County Voc./Tech School	Use textbook funds to purchase college textbooks, software, workbooks and instructional materials that are not in the state textbook catalog	<i>No Exemption is required.</i>
Allow ECHS student enrollment (with FTE reimbursement) in developmental courses where necessary to establish prerequisite skill levels for required coursework	Cleveland ECHS	Provides additional measures of support for the diverse student population of the early college high school model.	<i>Grant exemption if approved by the State Board of Community Colleges.</i>
Allow students to count a college course for core graduation requirements provided they pass the EOC for the course	Beaufort County ECHS Johnston County ECHS Jones County ECHS Rockingham ECHS Warren ECHS	Because the Early College High Schools are located on community college and university campuses, this request is reasonable.	<i>Grant exemption.</i>
Allow full-time students who are enrolled in one high school course to enroll in more than one community college course for which they are eligible and still fall under Huskins guidelines	Caldwell Career Ctr. Middle College Beaufort County ECHS	This is considered acceleration and is one of the purposes of the Cooperative Innovative High School Program.	<i>Grant exemption.</i>
Allow students to count a college health class and a college physical education class for the health and physical education graduation requirement	Caldwell Career Ctr. Middle College Wayne School of Engineering at Goldsboro HS Wayne County ECHS	Because high school staffing is limited and the student's high school is located on the community college or university campus, this request is reasonable.	<i>Grant exemption.</i>

<b>Exemption(s)</b>	<b>Local Education Agency (LEA)</b>	<b>Rationale</b>	<b>Recommendation</b>
Exempt ECHS students from tuition while pursuing the community college associate degree	Blue Ridge Virtual ECHS Jackson County ECHS Early College at Forsyth	All students are entitled to a free public education, students attending early college high schools must be able to attend college classes without the cost of tuition.	<i>Grant exemption.</i>
Allow ECHS students in developmental courses based on joint assessment of individual students by a high school-community college faculty/staff team	Cleveland ECHS	Should be a collaborative agreement between the two institutions.	<i>Grant exemption if approved by the State Board of Community Colleges.</i>
Hold LEAs harmless in the loss of state paid teaching positions during the first four years of implementation	Hillside New Tech HS	This requires an allocation of additional funding by the General Assembly.	<i>Do not grant exemption.</i>
Allow ECHS students to enroll in community college courses regardless of their age and to generate FTE reimbursement from the community college	Hertford County ECHS Columbia iSchool	This is a funding issue, permission would need to be granted by the General Assembly.	<i>Do not grant exemption.</i>
Hold LEAs harmless for reversion of money due to a possible 2% reduction in ADM due to enrollment in new school	Hillside New Tech HS	This requires an allocation of additional funding by the General Assembly.	<i>Do not grant exemption.</i>

**EXECUTIVE SUMMARY**

**Title:** School-Based Calendar Waivers for Educational Purposes

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #GS 115C-84.2
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Mr. Robert L. Logan (Associate Superintendent, Innovation and School Transformation)

**Description:**

Calendar Waivers for Educational Purposes are being presented to the State Board for approval. School-based calendar waiver requests are submitted for State Board Action per GS 115C-84.2. This statute states that the State Board may waive the opening and closing dates specified in the School Calendar Law for educational purposes that may include

- a specific school to accommodate a special program offered generally to the student body of that school,
- a school that primarily serves a special population of students, or
- a defined program within a school.

**Resources:**

N/A

**Input Process:**

N/A

**Stakeholders:**

LEAs, school staff, students, and parents

**Timeline For Action:**

This item is presented for Action on First Reading at the March 2008 Board meeting.

**Recommendations:**

The State Board of Education is requested to review and approve the following calendar waivers for educational purposes recommendations.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 919-807-3435

**School Calendar Waivers  
Educational Purposes  
2008-09**

<b>SBE Region</b>	<b>LEA</b>	<b>School</b>	<b>Rationale</b>	<b>Recommendation</b>
5	Alamance-Burlington Schools	H. M. Cummings High	Framework for Immediate Action as a priority high school was designed to meet the needs of individual learners by creating flexible scheduling with extended hours. This school is asking for completing the first semester prior to winter break.	Do not grant waiver. All schools on block schedule could request similar waiver, and this request does not align with the purposes of the School Calendar Law.
		Eastlawn Elementary	Movement to a year-round schedule is the plan for Corrective Action under Title I.	Waiver not required. System is requesting a move to a year round schedule.
		Haw River Elementary	Target the needs of a Title I School in Year 2 of School Improvement. This school would like to begin year-round operation.	Waiver not required. System is requesting a move to a year round schedule.

**EXECUTIVE SUMMARY****Title:** Recommendation for Revocation of Omuteko Gwamaziima Charter School**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute #115C-238.29b(12)  
 SBE Policy # \_\_\_\_\_  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Mr. Robert Logan (Associate Superintendent, Innovation and School Transformation) and Mr. Jack Moyer (Director, Office of Charter Schools)

**Description:**

Pursuant to G.S. 115C-238.29B(b)(12), a charter school's enrollment must be at least 65. At present, Omuteko has an enrollment of 58 students. DPI records indicate that the school also had enrollment below 65 in the 2005 – 2006 school year. This student enrollment does not meet compliance criteria.

Pursuant to G.S. 115C-238.29F(e)(1), a charter school must have at least seventy-five percent (75%) of teachers holding certificates in grades kindergarten through fifth grade and at least fifty percent (50%) of teachers in grades six through twelve holding teacher certificates. Payroll records indicate that Omuteko has four out of seven teachers, fifty-seven percent, (57%) certified. This percentage does not meet compliance criteria. Non-compliance in teacher licensure has been noted on the school's audit each of the following years; 2001, 2002, 2003, 2004, 2005, and 2006.

Pursuant to General Statute as set forth above as well as SBE Financial and Governance warning policy (No. EEO-U- 006), the Department of Public Instruction recommends the State Board of Education at its next regularly scheduled meeting (March 4-6, 2008), initiate revocation proceedings against the Charter School. The grounds for revocation are set forth herein and include those grounds set forth in G.S. 115C-238.29G(a)(2),(3),(4), and (6).

**Resources:**

N/A

**Input Process:**

Office of Charter Schools, Leadership for Innovation Committee, and NC DPI

**Stakeholders:**

Parents, Students, Staff

**Timeline For Action:**

This item is being presented for Action on First Reading at the March 2008 State Board of Education meeting.

**Recommendations:**

It is recommended that SBE approve the revocation of Omuteko Gwamaziima Charter School.

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 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
 Specify: \_\_\_\_\_

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

## COMPLIANCE DATA FOR OMUTEKO GWAMAZIIMA

\*Denotes Data Not Available

\*\* ADM not available for any NC Public School this month

	1. ABCs Accountability					2. Governance		3. Enrollment					
School Name	Performance Composite (Below 60%)	Reading	Math	AYP Met (targets met/ total targets)	Expected Growth Met (high growth)	Non-compliance Teacher Certification Compliant—75% K-5 Complaint—50% 6-8							
						K-5	6-8	07/08	06/07	05/06	04/05	03/04	
<b>Omuteko Gwamaiima</b>	06/07 50	66.7	18.5	No (8/11)	No (No)	55%	50%	Month 1	63	91	59	90	66
	05/06 50	77.5	10.0	No (3/4)	No (No)	38%	55%	Month 2	62	90	61	87	71
	04/05 58.6	57.8	62.2	No (5/7)	No (No)	*Non-compliant	*Non-compliant	Month 3	60	90	61	**	71
	03/04 58.3	62.5	52.1	Yes	Yes (Yes)	*Non-compliant	*Non-compliant	Month 4	57	89	62	**	71
	02/03 50.3	56.1	43.9	No (7/9)	Yes (No)	*Non-compliant	*Non-compliant	Month 5	55	90	61	**	71
								Month 6		91	62	79	73
								Month 7		87	64	77	78
								Month 8		88	68	75	77
								Month 9		88	68	75	73
								Final		90	65	82	72

**EXECUTIVE SUMMARY**

**Title:** Final Approval of New Charter Schools

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #115C-238.29D(b)
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Mr. Robert Logan (Associate Superintendent, Innovation and School Transformation) and Mr. Jack Moyer (Director, Office of Charter Schools)

**Description:**

Pursuant to NCGS 115C-238.29D(b), the State Board of Education may authorize no more that 100 charter schools. At the time of the application review process, there were 98 active charters, leaving two openings for new charter applications. Applications were received and reviewed by the Leadership for Innovation committee.

Two schools have received preliminary approval and have under gone rigorous training as per the expectations set forth by the state and federal government for the operation of a public charter school. These applicants have developed policies and procedures that are deemed necessary for the effective and efficient operation of a charter school. The Office of Charter Schools recommends the final approval of Endeavor Charter School and Triad Math and Science Charter School.

**Resources:**

N/A

**Input Process:**

Charter school applicants, Local Education Agencies, Office of Charter Schools, Leadership for Innovation Committee, and NC DPI

**Stakeholders:**

Charter school applicants, Local Education Agencies, parents, teachers, students, and NC DPI

**Timeline For Action:**

This item is being presented for Action on First Reading at the March 2008 State Board of Education meeting.

**Recommendations:**

It is recommended that the SBE give final approval to Endeavor Charter School and Triad Math and Science Charter School.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

**NORTH CAROLINA CHARTER SCHOOL APPLICATIONS**  
**March 2008**

COUNTY	NAME OF PROPOSED SCHOOL	CONTACT	FOCUS	GRADE SPAN					ENROLLMENT PROJECTIONS					OFFICE OF CHARTER SCHOOLS RECOMMENDATION
				2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	
Wake	Endeavor	Christi Whiteside, Raleigh	Teaching methods and activities will be hands-on, experiential, and collaborative with applying concepts to the world around them. Literature circles, historical recreations, class meetings, public speaking, project-based learning, and community service will be part of the daily routine. Morning meetings will be an integral part of the school philosophy. All areas of instruction will be integrated with the NCSCOS.	K-7	K-8	K-8	K-8	K-8	496	576	576	576	576	YES
Guilford	Triad Math & Science Academy	Dr. Ali Tombak, Greensboro	TMSA will use The Science and Technology Program TM curriculum based on developmentally appropriate content based on grade levels and sequence of scientific-reasoning skills. Observation, measuring, identification of properties, recognition of pattern, cause and effect relationships, design a conduct of controlled experiments. Students not only gain an understanding of science concepts and phenomenon, but also develop critical thinking skills; Language Arts and Social Studies will be taught following the NCSCOS.	K-7	K-8	K-9	K-10	K-11	268	344	422	500	560	YES

**EXECUTIVE SUMMARY**

**Title:** Revision of SBE Policy, EEO-U-006, Policy for Charter Schools on Financial and Governance Non-Compliance

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # EEO-U-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Mr. Robert Logan (Associate Superintendent, Innovation and School Transformation) and Mr. Jack Moyer (Director, Office of Charter Schools)

**Description:**

The Office of Charter Schools recommends that the State Board EEO-U-006 on Financial and Governance Non-Compliance to be updated and reflect relevant changes in the area of teacher certification.

**Resources:**

N/A

**Input Process:**

Finance and Business Services and Office of Charter Schools

**Stakeholders:**

Charter Schools, Teachers, Parents and Students

**Timeline For Action:**

The proposed revision is being presented for Discussion at the March 2008 State Board of Education Meeting and will be returned for Action at the April 2008 meeting.

**Recommendations:**

It is recommended that the SBE approve the amendment to SBE Policy EEO-U-006.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

<b>Policy ID Number</b>	<b>Policy Title</b>	<b>Current Date</b>	<b>Status</b>	<b>Deleted Date</b>
<u>EEO-U-003</u>	Policy on charter schools racial and ethnic balance	07/09/1998	A	
<u>EEO-U-005</u>	16 NCAC 6G.0502 Policy regarding the Charter Schools Advisory Committee	06/30/2005	D	
<u>EEO-U-006</u>	Policy for charter schools on financial and governance noncompliance	04/06/2000	A	
<u>EEO-U-007</u>	Policy regarding charter schools renewal process	10/05/2006	A	
<u>EEO-U-008</u>	Policy regarding the definition of a charter school	09/14/2000	A	
<u>EEO-U-010</u>	Policy delineating assistance and program evaluation of low-performing charter schools	10/04/2001	A	
<u>EEO-U-011</u>	Process for a charter school to be designated as an alternative charter school	03/04/2004	A	

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-003

**Policy Title:** Policy on charter schools racial and ethnic balance

**Current Policy Date:** 07/09/1998

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**Racial and Ethnic Balance in Charter Schools**

All charter schools shall have open admission procedures and policies. Charter schools shall provide racial/ethnic balance in their student enrollments.

A charter school must have a student population that reflects the racial/ethnic composition of the school system in which it is located. The school must have percentages that fall within the range exhibited by the regular, non-magnet, non-special schools in the district. For charter schools that have a mission that targets a specific population, the range must reflect the percentage of the targeted population in the district.

If a school is outside the acceptable range, the ~~Charter School Advisory Committee~~ Office of Charter Schools shall investigate the variance in order to determine whether or not the charter school made a good faith effort for diversity during enrollment. When such determination is made, the ~~Committee~~ Office of Charter Schools shall recommend to the State Board of Education a course of action as appropriate.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-005

**REPEAL POLICY**

**Policy Title:** 16 NCAC 6G.0502 Policy regarding the Charter Schools Advisory Committee

**Current Policy Date:** 06/30/2005

**Other Historical Information:** Previous board dates: 01/14/1998, 05/06/1999, 07/01/1999, 11/05/1998, 10/04/2001, 06/06/2002

**Statutory Reference:** GS 115C-238.29G(b)

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6G .0502

**.0502 CHARTER SCHOOLS ADVISORY COMMITTEE**

The Charter School Advisory Committee referred to in G.S. 115C-238.29I(d) should include representative(s) in the following categories:

- (1) charter schools officials;
- (2) public school employees;
- (3) business and community leaders;
- (4) local boards of education;
- (5) the North Carolina Parents and Teachers Association; and
- (6) county commissioners.

History Note: Authority G.S. 115C-238.29G(b);  
Eff. August 1, 2000;  
Amended Eff. April 1, 2003.

**Selection Procedure:**

1. The committee shall consist of fifteen members appointed by the State Board of Education (SBE).
2. Annually the Superintendent of Public Instruction shall recommend and the SBE will appoint a chair for the committee. The Chair will serve to the end of the term for which he or she is appointed or until replaced by the SBE.

3. Each member shall be appointed to serve a three year term beginning January 1<sup>st</sup> of the year appointed and ending December 31<sup>st</sup> of the third year of service. Members who have served one three year term are eligible for reappointment to one additional consecutive term. If a member is appointed to fulfill a vacancy, he or she may complete the term of the member he or she is replacing and is thereafter eligible for reappointment to two full consecutive terms.

**Internal Operating Procedures:**

1. At the request of the SBE, the Committee will advise the SBE on policies, procedures, and concerns that relate to the operation of charter schools in this State.
2. The charter schools advisory committee shall also sit either as a whole or in panels designated by its chair to hear grievances between or among charter schools, chartering entities, and local boards of education. Either the charter school, its chartering entity, or the local board of education of the county in which the charter school is located may file a grievance with the charter schools advisory committee. The grievance shall state the basis of the grievance and what steps the parties have taken to resolve the grievance. The Committee or a panel of the Committee shall consider the grievance, provide a hearing for the parties to the grievance, and decide the final resolution of the grievance, subject to an appeal to the SBE. Whenever the SBE votes to initiate revocation of a charter as provided in the charter agreement, the charter school may request an appeal of that recommendation by sending written notice to the SBE within 10 days after receipt of the notice of intent to revoke. The chair of the SBE will then designate a review committee from the membership of the SBE. The review committee will receive evidence, may conduct a hearing, and shall present its findings to the full SBE for action.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-006

**Policy Title:** Policy for charter schools on financial and governance noncompliance

**Current Policy Date:** 04/06/2000

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**FINANCIAL AND GOVERNANCE NONCOMPLIANCE POLICY FOR CHARTER SCHOOLS**

The following policy represents the North Carolina Department of Public Instruction's internal operating procedures and does not preclude the Deputy Superintendent of NC DPI or the Chief Financial Officer of NC DPI, ~~after consultation with the Charter School Advisory Committee~~ from making any recommendations to the State Board of Education with regards to a Charter School, if so warranted, regardless of the charter school's financial and governance noncompliance status.

**I. IMPACT OF FINANCIAL NONCOMPLIANCE**

There are three (3) stages of financial noncompliance under which a charter school may be placed: Cautionary, Probationary, and Disciplinary. A charter school may be placed in each stage of noncompliance based on any one of the following financial warning conditions:

- A. If the charter school fails to report required, Uniform Education Reporting System (UERS), data within 30 days of the required or agreed-upon reporting date or does not submit accurate data due to incorrectly utilizing UERS approved materials or software within the next reporting cycle;
- B. If the charter school fails to respond to a specific financial, personnel, or student information request for information/data;

C. If the charter school shows signs of financial insolvency or weakness as determined by independent auditors, by the Deputy Superintendent, or the Chief Financial Officer (CFO) of NC DPI;

D. If the Office of State Treasurer receives a "non sufficient funds (NSF)" notification during the course of cash certification processing;

E. If the charter school receives a material audit finding in their annual independent audit which indicates a violation of State law or State Board of Education Policy, a violation of any of the conditions or procedures set forth in their Charter, a failure to meet generally accepted accounting practices and principles, including sound fiscal management in accordance with section 115C-238.29G of the General Statutes and remains unresolved as determined by the Deputy Superintendent or CFO of NC DPI; and/or

F. If the charter school's staff fails to attend required financial training.

*NOTE: For warning conditions A) through D), funds may be frozen (i.e. the school's access to the cash management system is revoked) until the exception is corrected, or as determined by the CFO of NC DPI. Any combination of the above violations which accumulate three (3) or more warnings may immediately move the charter school to Financial Disciplinary Status without the benefit of being first held in either the Cautionary or Probationary status. Should a charter school have repeated violations of the same or similar non-compliance condition, the charter school may be moved to Financial Disciplinary Status.*

*This policy does not preclude the Deputy Superintendent of NC DPI, ~~the~~ or the CFO of NC DPI ~~or the Charter School Advisory Committee~~ from making any recommendations to the State Board of Education with regards to a charter school if so warranted, regardless of the charter school's financial noncompliance status.*

G. The stages of financial noncompliance are as follows:

**Level 1: Financial Cautionary Status**

Upon receiving a Financial Warning for any of the above conditions, the charter school will be placed on Financial Cautionary Status. The school remains in cautionary status for 30 calendar days, from the date of notification, and during that time must correct the exception(s) that caused the financial warning(s). When the 30 calendar days have ended and the exception(s) is corrected, the financial warning(s) will be removed and the school will be removed from cautionary status.

**Level 2: Financial Probationary Status**

The school will be placed in Financial Probationary Status, if the school fails to correct the exception(s) during the 30 calendar days cautionary period. The school remains in

probationary status for 30 calendar days, from the date of notification, and during that time must correct the exceptions that caused all of the financial warnings. When the 60 calendar days have ended and all of the exceptions have been corrected, the financial warnings will be removed and the school will be removed from probationary status. While in probationary status, state funds for the school may be allotted on a monthly basis, at the discretion of the Deputy Superintendent or CFO of NC DPI, until the exceptions that caused all of the financial warnings are corrected.

### **Level 3: Financial Disciplinary Status**

The school will be placed in Financial Disciplinary Status, if the school fails to correct all of the exceptions during the 30 calendar days probationary period. When in Disciplinary Status, the school is expected to immediately address all of the exceptions that caused the financial warnings within ten (10) business days from the date of notification. State funds for the school may be allotted on a monthly basis until the exceptions that caused all of the financial warnings are corrected. Also, any combination of the above violations which accumulate three (3) or more warnings may immediately move the charter school to Financial Disciplinary Status without the benefit of being first held in either the Cautionary or Probationary status. Also, should a charter school have repeat violations of the same or similar non-compliance condition, the charter school may be moved to Financial Disciplinary Status without the benefit of completing either the Cautionary or Probationary status periods.

*If exceptions are not resolved in the required 10 business days, they will be referred to the ~~Charter School Advisory Committee~~ Leadership for Innovation Committee for appropriate inquiry and action as determined by the Deputy Superintendent or CFO of NC DPI.*

### **Referral to the ~~Charter School Advisory Committee (CSAC)~~ Leadership for Innovation Committee (LFI)**

The charter school will be notified when information will be presented to the ~~Charter School Advisory~~ Leadership for Innovation Committee related to its noncompliance with financial and/or student reporting requirements. The ~~Charter School Advisory~~ Leadership for Innovation Committee may recommend to the State Board of Education any corrective action required by the charter school or that the charter school's Charter be revoked pursuant to Paragraph X of the Charter Agreement.

This policy does not preclude the Deputy Superintendent of NC DPI or the CFO of NC DPI ~~or the Charter School Advisory Committee~~ from making any recommendations to the State Board of Education with regards to a charter school if so warranted, regardless of the charter school's financial noncompliance status.

## II. IMPACT OF GOVERNANCE NONCOMPLIANCE

There are three (3) stages of Governance Noncompliance: Governance Caution Status, Governance Probationary Status, and Governance Disciplinary Status. A charter school may earn placement within a status based on any one of the following governance warning conditions:

- A. Failure to have a functioning board in place, including failure to conduct regular meetings of the board and failure to adopt policies regarding the operation of the charter school. Such policies would include a minimum of Personnel, Disciplinary, and Parental Grievance policies.
- B. Inability to show progress towards the educational and organizational goals described in the charter school application.
- C. Failure to maintain student enrollment. (i.e., Required minimum of 65 students, or as otherwise stated in the charter application or approved waiver to operate under the minimum of 65 students.)
- D. Bylaws violations including, but not limited to, following the Open Meetings Law, maintaining Public Records, implementing a Conflict of Interest Policy, adhering to basic rules of Parliamentary Procedure.
- E. Charter Agreement violations including, but not limited to, following State/Federal Regulations, ensuring Health & Safety Standards, making adequate ABCs progress, meeting Testing and Reporting requirements.
- F. Substantiated complaints indicating that the Board is not acting as a representative of the school community to ensure that the needs of all students, parents, and teachers will be addressed.
- G. Failure to maintain at least seventy-five percent (75%) teacher certification in grades kindergarten through five, at least fifty percent (50%) of teachers in grades six through eight, and at least fifty percent (50%) of teachers in grades nine through twelve, pursuant to G.S.115C-238.29F(e)(1). Charter schools shall maintain compliance with this policy from the first school day of each year through the end of the school calendar year. Failure to do so will be seen as noncompliance with the policy and generate the following financial ramifications.

Failure to begin the year in compliance, the DPI will reduce the charter schools PRC 036 allotment by the amount of the salary of the Headmaster/Director of the school. This reduction will be seen as an audit exception and for each month the school is not in compliance, the charter school will lose the funding for the salary and benefits of the Headmaster/Director. Once the school comes into compliance, an allocation will be reinstated for remaining months of the school year. The allocation will be based on the monthly salary and benefits required to pay the

remaining months costs. During the period in which the audit exception is in place, the charter school shall not use state or federal funds to pay the individual for whom the state has reduced the allocation.

For each month after the first month of school that a charter school is not in compliance, the DPI will reduce the charter schools PRC 036 allotment by the amount of the salary of the highest paid non-certified teacher's salary of the school. This reduction will be seen as an audit exception and for each month the school is not in compliance, the charter school will lose the funding for the salary and benefits for highest paid uncertified teacher's salary. Each month thereafter, the charter schools allocation will be reduced by the amount equal to the highest salary. Then the following month the next highest will be added on to the previous months reduction until the charter school comes into compliance. Once the school comes into compliance, an allocation will be reinstated for remaining months of the school year. The allocation will be based on the monthly salary and benefits required to pay the remaining months costs. During the period in which the audit exception is in place, the charter school shall not use state or federal funds to pay the individual for whom the state has reduced the allocation.

If the charter school is non-compliant in teacher certification as of February 1 of the current academic year, the Department of Public Instruction will recommend to the State Board of Education revocation of the school's charter at the end of the academic year.

*NOTE: This policy does not preclude the Deputy Superintendent of NC DPI or the CFO of NC DPI, ~~or the Charter School Advisory Committee~~ from making any recommendations to the State Board of Education with regards to a charter school if so warranted, regardless of the charter school's governance noncompliance status.*

The stages of noncompliance are as follows:

**Level 1: Governance Cautionary Status:** Upon receiving a Governance Warning for any of the above conditions, the charter school will be placed on Governance Caution Status. The school remains in cautionary status for 30 calendar days and during that time must correct the exception that caused the warning. When the 30 calendar days have ended and the exception is corrected, the governance warning will be removed and the school will be removed from cautionary status. Failure to correct the exception during the 30 calendar days cautionary period constitutes a second warning and the school will be placed on Governance Probationary Status.

**Level 2: Governance Probationary Status:** The school remains on Governance Probationary Status for 30 calendar days and during that time must correct the exceptions that caused all of the governance warnings. When the 30 calendar days have ended and the exception is corrected, the governance warning will be removed and the school will

be removed from probationary status. Failure to correct the exception during the 30 calendar days probationary period constitutes a third warning and the school will be placed on Governance Noncompliance Status.

**Level 3: Governance Noncompliance Status:** The school remains on Governance Noncompliance Status for 10 calendar days. When in Noncompliance Status, the school is expected to immediately address all of the exceptions that caused the governance warnings. State funds for the school will be allotted on a monthly basis until the exceptions that caused all of the governance warnings are corrected. A School placed in Governance Noncompliance Status may be referred to the ~~Charter School Advisory~~ Leadership for Innovation Committee for appropriate inquiry and action as determined by the Chief Financial Officer of NC DPI. The Charter School Board Chair and School Operations Manager will be notified that information will be presented to the ~~Charter School Advisory~~ Leadership for Innovation Committee related to its noncompliance with governance requirements.

**Referral to the ~~Charter School Advisory~~ Leadership for Innovation Committee.** The ~~Charter School Advisory~~ Leadership for Innovation Committee may "(iv) make recommendations as to whether the State Board should terminate or not renew a Charter, (v) make recommendations concerning grievances between a charter school and its chartering entity, the State Board, or a local board." After hearing the facts, the Committee may recommend corrective action required by the charter school or that the charter school's Charter be revoked pursuant to Subtitle 24 of the Charter Agreement. The charter school may appeal a decision to terminate a Charter. Subtitle 24 of the Charter Agreement (Termination of Charter) outlines the procedures for appeal.

This policy does not preclude the Chief Financial Officer of NC DPI or the ~~Charter School Advisory~~ Leadership for Innovation Committee from making any recommendations to the State Board of Education with regards to a charter school if so warranted, regardless of the charter school's governance compliance status.

### **III. IMPACT OF REVOCATION**

#### **Recommendation for Revocation**

Should a public charter school be recommended to the State Board of Education (SBE) for revocation, by either the ~~Charter School Advisory Committee (CSAC)~~ Leadership For Innovation Committee, Chief Financial Officer of NC DPI or the Deputy Superintendent of North Carolina Department of Public Instruction (NC DPI), the following policy, in addition to the provisions for revocation already contained in the Charter Agreement, shall be followed:

1. Upon the recommendation of revocation, the charter school's access to State and Federal funding via the NC DPI Cash Management System will be frozen. However, the charter school may request State and Federal funds via telephone or written request through the NC DPIs School Business division under normal cash

management timelines. NC DPI may, as determined by the Deputy Superintendent or CFO of NC DPI, require adequate documentation to support any requested funds during the review and appeal time period.

2. The allotment for State funds for the school may be adjusted and allotted on a monthly basis, at the discretion of the Deputy Superintendent or CFO of NC DPI, from the point of recommendation through the review and appeal period. The allotment would be based on 1st month ADM figures received via the Student Information Management System (SIMS). Ten percent (10%) of the remaining funds available from the adjusted allotment will be held in reserve, pending the results of any review or appeal process.

## **Revocation**

Should the State Board of Education (SBE) vote to revoke a public charter school's Charter the policies outlined in the Charter Agreement, in conjunction with the steps outlined below, will be followed:

1. The charter school's financial activity with regards to State, Federal and Local District Funding must be discontinued upon the effective date of revocation, or "closing period"\*, as approved by Deputy Superintendent or CFO of NC DPI. The charter school must transmit final financial information at that time.
2. *The "closing period" is the length of time given the school to successfully close their business with regards to State, Federal and Local District funding, which should be the end of the month that the revocation becomes effective.*

The charter school's access to State and Federal funding via the NC DPI Cash Management System will be discontinued.

The allotments for State and Federal funds for the school will be adjusted and a final allotment adjustment will be made based on 1<sup>st</sup> month ADM figures received via the Student Information Management System (SIMS) through the last day of the month that the revocation becomes effective. Ten percent (10%) of the remaining funds available from the adjusted allotment will be held in reserve, pending the results of any review or appeal process, should the school's Charter be revoked by the SBE these funds will be held in reserve, pending the results of the "closing audit"\*\*.

*\*\* The "closing audit" to be conducted will be designed by NC DPIs Office of Financial and Business Services in conjunction with the Local Government Commission to ensure that the audit is in compliance with all required policies and legislation and to ensure a smooth close-out process. The "closing audit" will serve as the annual fiscal year ending audit for the charter school.*

3. After the final allotment adjustment, the charter school may request, in writing, any remaining State and Federal funds through the NC DPIs School Business

Division. The request must include adequate documentation to support any requested funds during the closing period. Should the final allotment adjustment indicate that the charter school has overdrawn any State or Federal funds a refund may be due to NC DPI. NC DPI will verify the potential refund amount upon the receipt of the final closing audit and the charter school will be notified, in writing, of any refunds due to NC DPI and given 20 business days to issue the refund.

4. The charter school must transmit final financial information through the last day of the month that the revocation becomes effective.
5. NC DPI will designate and pay a CPA firm to do a "closing audit"\* of the charter school. The school will be notified when this audit shall occur. Each officer, employee, and agent of the charter school having custody of public money or responsibility for keeping records of public financial or fiscal affairs shall produce all books and records requested by the auditor and shall divulge such information to fiscal affairs as the auditor may request.
6. All net assets as of the effective date of revocation, purchased with public funds, shall be deemed the property of the appropriate local education agency. A listing of all assets should be provided to the auditor conducting the closing audit.
7. The auditor in conjunction with NC DPI will ensure that the SIMS software has been removed from the schools computers to ensure the integrity of the school's student data and transcripts.
8. If, upon review by NC DPI, the results of the final closing audit disclose any misuse of funds, violations of state law or SBE policy, or any other indiscretion deemed material, the SBE and/or NC DPI will take the necessary action as indicated per each finding. This would include, but is not exclusive to requiring refunds of state or federal funds.
9. The charter school and the SBE will be notified, in writing, when the NC DPI has determined that the school has been effectively closed.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-007

**Policy Title:** Policy regarding charter schools renewal process

**Current Policy Date:** 10/05/2006

**Other Historical Information:** Previous board dates: 06/01/2000, 09/13/2001, 12/04/2003

**Statutory Reference:** GS 115C-238.29G

**Administrative Procedures Act (APA) Reference Number and Category:**

***General Information***

It is stated in G.S. 115C-238.29D that the original charter with the NC State Board of Education may be granted for up to ten years. It is also stated that the charter may be extended or renewed for up to ten years. Therefore, a process for the exercising the renewal option is needed. The North Carolina Charter Schools Renewal Report (NCCSRR) is intended to be such as document.

***The North Carolina Charter Schools Renewal Report (RR)***

The NC Charter Schools Renewal Report (NCCSRR) is intended to permit the North Carolina State Board of Education (SBE) the time to review the information needed to evaluate the progress of the submitting charter school. The renewal process should also be one that will guide charter schools through a self-assessment that becomes an update to the original application and a “roadmap” to future improvement. Furthermore, as a public document, the NCCSRR shall be made available to federal, state, and local educators, policy makers, parents, and the community. It should be constructed with this in mind.

***Process for Renewal***

A completed charter schools renewal report will consist of at least two sections.

**Section 1: THE CHARTER SCHOOLS SELF-STUDY** (completed by the school).

This section contains questions related to the viability of the charter school’s academic program, governance structure, and business operations. It will be suggested that this portion be undertaken by a team of people having the ability to look objectively at the entire school and identify ways to further strengthen and align the existing program to its mission and the desires of the community that it serves.

- THE RENEWAL SELF-STUDY PROCESS

Each charter school seeking renewal *shall* complete the Renewal Self-study first. Summaries should be written in a concise manner and free of jargon. Charter schools' administrators will be encouraged to seek outside assistance.

The self-study *shall* contain the following in this order:

1. COVER PAGE. Each report will begin with a one-page fact sheet that contains the name and contact information for the school, the name of the principal including phone/fax /E-mail, contact information for the board chairperson, and the date of submission of the report.
2. LETTER OF INTENT. Following the cover page is a formal letter signed by the Board Chairperson stating the Board's intent to seek renewal.
3. TABLE OF CONTENTS. All pages of the NCCSRR will be numbered consecutively. The Table of Contents will allow easy access to the various sections. No font smaller than 12 point should be used and all reports should be typed or computer prepared (the report may be downloaded in word format from the DPI website).
4. EXECUTIVE SUMMARY. An executive summary of the self-study is next. This begins with the school's mission statement and consists of no more than two typed pages.
5. SUPPORTING DOCUMENTATION. The body of the self-study contains various evidence of the success of the students and the progress towards the charter school's goals as outlined in the charter application.

- **Section 2: DEPARTMENT OF PUBLIC INSTRUCTION REPORT** (submitted by offices of DPI). This section will consist of responses from the Office of Charter Schools, Financial Services, Accountability, Exceptional Children, and any other office or service of the Department that may have information pertinent to the evaluation of the school. All reports from DPI will be submitted to the Office of Charter Schools. ~~The Office of Charter Schools will forward all reports to the Charter Schools Advisory Committee for review.~~

- **NC DEPARTMENT OF PUBLIC INSTRUCTION CONTRIBUTIONS TO CHARTER SCHOOLS RENEWAL**

The NC Department of Public Instruction, coordinating its efforts through the Office of Charter Schools, ~~will be asked to assist the Charter Schools Advisory Committee in its effort to~~ collect information relative to the renewal of the charter. The following chart is an overview of possible sources of documentation and resources for this information. This is, in no way, an exhaustive list and is not meant to, in any way, limit the resources employed by the schools seeking renewal, ~~the Charter Schools Advisory Committee,~~ Office of Charter Schools (OCS) or the State Board of Education as they prepare for the future of charter schools. Any or all of these offices may be asked to submit written or oral reports to the SBE or its designated agent.

<b>AREAS OF COMPLIANCE</b>	<b>SOURCES OF DOCUMENTATION</b>	<b>SOURCES OF INFORMATION</b>
<b>FINANCIAL</b>	Audit report, financial records, reporting schedule, etc.	Div. of Financial Services, Office of Charter Schools
<b>GOVERNANCE</b>	Concerns brought to the Office of Charter Schools, board agendas and minutes, review of policy making committees, interviews	Office of Charter Schools
<b>INSTRUCTION</b>	School site visits by the Office of Charter Schools educational consultants	Office of Charter Schools
<b>ACCOUNTABILITY</b>	ABC accountability results, EC compliance records, SIMS/NC WISE records	Div. of Accountability Services, Div. of Ex. Children Services

*Note: Reports from the above DPI departments will be sent to the Office of Charter Schools. ~~copied to the charter schools, and forwarded to the Charter Schools Advisory Committee.~~*

## TIMELINE FOR RENEWAL

DATE	ACTION
<i>August</i>	Renewal Packet emailed to eligible schools.
<i>September</i>	DPI staff returns Compliance Sheets to Office of Charter Schools and the OCS begins the charter renewal application process through an informational conference call with the eligible schools.
<i>September</i>	The Office of Charter Schools submits non-compliance reports from DPI to appropriate schools for inclusion and explanation in their final Renewal Report.
<i>October</i>	Emailed Renewal Self-Study due to the Office of Charter Schools. Mail a signed, hard copy of the Cover Page to the “Office of Charter Schools.” Also, enclose the following information with this letter – (1) copy of your board’s by-laws including any amendments or changes from the original document (2) copy of your current student handbook and (3) copy of the most recent board policy and procedures manual.
<i>October</i>	Office of Charter Schools review team completes the initial screening.
<i>November</i>	Areas of concern are identified by the Office of Charter Schools. Schools will be notified by the Office of Charter Schools to create Corrective Action Plans.
<i>December</i> (of next to last charter year) <i>to November</i> (of final charter year)	Corrective Action Plans due to the Office of Charter Schools from schools that were identified with areas of concern.
<i>December</i> (of next to last charter year) <i>to November</i> (of final charter year)	Schools will implement Corrective Action Plans which will be monitored by the Office of Charter Schools and appropriate divisions of the Department of Public Instruction.
<i>December</i>	Leadership for Innovation receives renewal information and recommendations from the Office of Charter Schools (no action; discussion item).
<i>January</i>	Leadership for Innovation receives information and recommendations from the Office of Charter Schools. SBE takes action on renewal recommendations from Leadership for Innovation.

## 1. RENEWAL RUBRIC

Charter School Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Lead Administrator: \_\_\_\_\_

Period of Initial Charter: \_\_\_\_\_

Recommendation by the Leadership for Innovation Committee:

- 10Year Renewal
- Renewal less than 10 years. The number of years recommended \_\_\_\_\_.
- Non-renewal

## 2. Charter School Renewal Rubric

To receive a recommendation for renewal, the school must meet the ten-year renewal criteria set forth in each of the following rubrics or complete implementation of a corrective action plan as set forth in section B.

### A. REQUIREMENTS FOR RENEWAL

#### 1. ABC Accountability

Ten-Year Renewal	The school <del>has</del> must <del>not</del> attain a performance composite at or above 60% proficiency. If a school performs less than 60% proficiency for three consecutive years, they will not be allowed to receive a 10-year renewal. A K-2 school must demonstrate to the satisfaction of the Office of Charter Schools that the school has achieved academic growth during the term of the current charter.
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#### 2. Financial Compliance

Ten-Year Renewal	The school has met all financial criteria set forth by G.S.115C.238.29F(f) and in SBE policies, or has previously corrected any deficiencies in meeting those requirements to the satisfaction of the Department of Public Instruction (DPI).
Action Plan Required	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

3. *Governance Compliance*

Ten-Year Renewal	The school has met all governance criteria set forth by G.S. 115C-238.29E and in SBE policies, or has previously corrected any deficiencies in meeting those requirements to the satisfaction of the DPI.
Action Plan Required	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

4. *Exceptional Children Compliance*

Ten-Year Renewal	The school has met all Special Education criteria set forth by the federal Individuals with Disabilities Act, the North Carolina statutes covering Special Education, and SBE policies, or previously corrected any deficiencies in meeting those requirements to the satisfaction of the DPI.
Action Plan Required	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

5. *Enrollment Compliance*

Ten-Year Renewal	The school meets the enrollment requirements set forth by G.S. 115C-238.29B(b)(12) and SBE policy.
	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

**B. CORRECTION OF DEFICIENCIES**

If a charter school does not meet any one or more of the ten-year renewal criteria, the Office of Charter Schools (OCS) **may** grant a school time to create and implement a corrective action plan. The action plan shall address what the deficiencies are, how the school will proceed in correcting the deficiencies, which parties will be responsible for implementation of the plan, and when implementation will take place. The OSC and the appropriate division(s) of DPI shall set the parameters for completion of the action plan and its implementation. The period for completion of the action plan and its implementation may not extend beyond the end of the first semester of the final year of the school’s current charter. If the OSC and DPI determine that implementation of the action plan has corrected the school’s deficiencies the OSC **may** recommend renewal of the school’s charter.

Notwithstanding the foregoing, the OSC may at any time recommend that the SBE begin revocation proceedings of the charter of any school in accordance with G.S. 115C-238.29G.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-008

**Policy Title:** Policy regarding the definition of a charter school

**Current Policy Date:** 09/14/2000

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**Definition of a Charter School**

In determining whether the status of a Charter School or Charter School applicant is either one school or actually more than one school, the State Board of Education will consider the following factors:

1. Whether there is a single governance structure.
2. Whether there is a single school administrator.
3. Whether there is a single curriculum.
4. Whether there is a single set of board policies.
5. Whether there is a duplication of grade structure.
6. Whether there is a single uniform lottery policy.
7. The location of facilities and their proximity to one another.
8. Whether the school has one name.
9. Whether the school is one fixed entity.

Note: The above are among many factors to be considered in making a determination, no single factor is conclusive and the list is not exclusive.

**Possible Board Action**

If the ~~Charter School Advisory Committee~~ Leadership for Innovation Committee determines that an existing school or school applicant is actually two or more schools, it may recommend the following action to the State Board of Education:

1. The Charter School application be denied.
2. The request for an enrollment increase be denied.
3. Only one of the two schools is approved for funding,
4. Both schools are approved for funding.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-010

**Policy Title:** Policy delineating assistance and program evaluation of low-performing charter schools

**Current Policy Date:** 10/04/2001

**Other Historical Information:**

**Statutory Reference:** GS 115C-238.39F(d)

**Administrative Procedures Act (APA) Reference Number and Category:**

**First Time Low-Performing (LP) Designation**

- The LP school shall submit a corrective action plan to the Office of Charter Schools within 60 days of the official notification of its low-performing status. The corrective action plan shall address all areas of academic deficiency and state specific actions to correct these deficiencies. The Office of Charter Schools may request that experts in leadership, curriculum, and instruction review the action plan prior to acceptance. Contracted persons or DPI personnel may make these reviews.
  
- The school shall participate in workshops and staff development programs as directed by the Office of Charter Schools. The Office of Charter Schools will present a report of these activities and school participation to the ~~CSAC~~ Leadership for Innovation Committee (LFI) and the SBE.

**Second Time Low-Performing or Repeated Low-Performance Designation**

- The school shall undergo a program evaluation, staff development, and leadership training as prescribed by the evaluation team.
  1. The school shall be assigned a program evaluation team that will consist of persons with expertise in the areas of leadership, curriculum, and instruction as necessary. The team may consist of contracted personnel or DPI personnel with expertise in the previously stated areas.
  2. Every effort shall be made to select an evaluation team that has expertise in the style of instruction focused on in the school's charter and mission.
  3. The program evaluation team in coordination with the school shall perform the following functions:
    - a) assess the deficiencies of the school;

- b) develop a corrective action plan which will encompass program evaluation, curriculum design, curriculum integration with the NC Standard Course of Study, instructional methodology, leadership training, and any other areas the program evaluation team deems appropriate;
  - c) assist in the implementation of the action plan;
  - d) submit a written and oral evaluation of the report of the school's progress to the ~~CSAC~~ LFI prior to its submission of a final recommendation to the SBE; and
  - e) the SBE in its discretion may request a detailed oral presentation from the evaluation team.
- Any school refusing to cooperate in this process may be subject to revocation.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Charter Schools Administration

**Policy ID Number:** EEO-U-011

**Policy Title:** Process for a charter school to be designated as an alternative charter school

**Current Policy Date:** 03/04/2004

**Other Historical Information:** Previous board dates: 09/11/2003

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

In order for a charter school to be eligible to participate in the alternative schools' accountability model in the ABCs (see HSP-C-013), the ~~Charter School Advisory Committee (CSAC)~~ Leadership for Innovation Committee (LFI) must determine that the school is eligible and make a recommendation to the State Board of Education (SBE).

Eligibility for charter schools' inclusion in the ABCs as an alternative school is to be based on these criteria:

1. The school serves students in grades 6-12, or serves students in a residential setting. A non-residential school applicant must have a high school component to be eligible to apply to use the Alternative School Accountability Model.
2. At least three-fourths of the school's population, i.e., 75% of students, are at-risk as defined in HSP-Q-001, I.B. of academic failure and must exhibit one or a combination of the following descriptors:
  - a. historically truant,
  - b. exhibiting significant behavioral problems,
  - c. involved in the juvenile justice system,
  - d. returning from juvenile justice settings or mental health treatment facilities, or
  - e. suspended or dropped out from traditional schools.

If the ~~CSAC~~ LFI Committee determines that a charter school is eligible, it will recommend the school to the SBE for inclusion in the ABCs using the alternative school model. The ~~CSAC~~ LFI will review each school thus designated on a three-year cycle. Upon review of each school applying for a three-year renewal of its designation, the ~~CSAC~~ LFI will use the criteria listed in this policy to make a recommendation to the SBE whether or not the charter school will continue under this designation.

**EXECUTIVE SUMMARY**

**Title:** NCLB Enhancing Education Through Technology - IMPACT Evaluation Report

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other No Child Left Behind Act of 2001, Title IID, Enhancing Education through Technology

**Presenter(s):** Mr. Robert Logan (Associate Superintendent, Innovation and School Transformation), Ms. Wynn M. Smith (Interim Lead, Instructional Technology), and Mr. Jason Osborne (Senior Research Fellow for Evaluation, The William and Ida Friday Institute for Educational Innovation)

**Description:**

The North Carolina Department of Public Instruction, in partnership with the Technology in Learning unit of SERVE Center at UNC Greensboro and The William and Ida Friday Institute for Educational Innovation at NCSU, conducted the Looking at North Carolina Educational Technology (LANCET) project in order to study the implementation of the state's educational technology IMPACT Model and communicate the effect on schools, teaching practices, and student achievement.

**Resources:**

N/A

**Input Process:**

This study was implemented through a partnership with the North Carolina Department of Public Instruction, the Technology in Learning unit of SERVE Center at UNC Greensboro and The William and Ida Friday Institute for Educational Innovation at NC State University.

**Stakeholders:**

USED and all schools who have received funding through the NCLB Enhancing Education through Technology awards, as well as all schools in NC that can learn from this model and its evaluation.

**Timeline For Action:**

N/A

**Recommendations:**

N/A

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Susan R. McKinney 807-3293

# **IMPACT**

## **YEAR THREE REPORT**

### **2005-06**

#### **-EXECUTIVE SUMMARY**

Starting with the 2003-04 school year, 11 schools around the state of North Carolina began full implementation of the IMPACT model, which is designed to facilitate the infusion of instructional technology into schools. This report summarizes findings from the final year of the three-year project, focusing on the implementation of the project and effects of the intervention on school, teacher, and administrator outcomes.

#### **Methodology**

In order to conduct this evaluation, the central evaluation team at NCSU and the Friday Institute designed a quasi-experimental (matched subjects) longitudinal evaluation looking at multiple outcomes, which included teacher, student, and administrator skills, attitudes, and behaviors. Each IMPACT school was carefully matched with a similar school that could serve as a comparison. Schools were matched based on factors such as geographical proximity, demographics, and school configuration, and multiple measures were used to assess outcomes at each level.

#### **Implementation**

As in Years One and Two, each school had a different set of goals and objectives depending on its needs and environment. While each school made significant progress toward their stated objectives, there was variation in the extent to which each school implemented each component of the IMPACT model. Compared to Year Two, fewer schools included objectives that directly related to elements of the IMPACT model. Still, the major components of the model appeared to be in place across project schools by the end of the final year of implementation.

## **Results**

### **School Outcomes**

In examining results for schools, we focused on two main variables: teacher retention and the implementation of the IMPACT model.

#### **Retention**

Analyses of available data showed that IMPACT classroom teachers and administrator were more likely to be retained at their school than classroom teachers and administrators in comparison schools. Special subject teachers were less likely to be retained in IMPACT schools, although it is not immediately clear why that might be.<sup>1</sup>

When the data were examined more closely, it was clear that the most experienced teachers (those with 11-15 or more years in the profession) and new teachers (0-3 years experience) were more likely to be retained at IMPACT schools. This is an important finding, as master teachers are often the most valuable to schools, and beginning teachers have the highest attrition rates, nationally.

#### **IMPACT Implementation**

Our measures of IMPACT implementation indicate that schools made significant progress in implementing this complex model over the three year period of the project. As the School Technology Needs Assessment (STNA) results indicated, teachers at IMPACT and comparison schools reported significant and meaningful differences on items related to “Technical Infrastructure and Support,” which assesses the adequacy of the school’s technology base and staffing. Other relatively substantial effect sizes occurred for “Community Linkages,” “Professional Development – Instructional Strategies,” “Supportive Environment for Risk Taking,” “Professional Development - Skills, Policies, and Structures,” and “Resource Media, Software Tools.” These results were echoed by the other measures of implementation (the IMPACT Rubric and IMPACT Implementation Checklist).

### **Teacher Outcomes**

Our goal was to examine several different factors among teachers that might have been influenced by the IMPACT intervention. These included technology skills, the activities teachers employ, attitudes toward technology, teachers’ Stages of Concern, and classroom technology usage.

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<sup>1</sup> Retention was examined through looking at our school rosters from year to year. We were unable to access NC DPI records or other employment records that would help us understand true retention (retention in the profession) vs. retention in the schools, which is what we were forced to do. It’s possible that teachers leaving these schools went to other schools, rather than leaving the profession completely.

### **ISTE Performance Standards for Teachers**

We measured self-reported technology skills via an instrument that measures six dimensions of the National Education Technology Standards for Teachers (NETS-T). Overall, IMPACT teachers started out less confident (about a half standard deviation below) than their comparison teacher counterparts, but had substantially stronger growth so that by the beginning of the second year of the project, IMPACT teachers had much higher overall scores on the NETS-T (about one-half standard deviation *above* the comparison teachers). Similar patterns held for all the subscales.

### **Attitudes Toward Computers and Instructional Technology**

Attitudes were measured via a complex instrument that assessed eleven different types of attitudes. Some of the more important findings included the following: over the three years, IMPACT teachers consistently saw IT as more useful, and had more positive attitudes toward the usefulness of email, the World Wide Web, multimedia in the classroom, and instructional technology for teachers than the comparison teachers. Ironically, comparison school teachers were more likely to view student interaction with computers more positively.

### **Activities of Instruction**

During the three years of the project, comparison school teachers became significantly less teacher-centered.<sup>2</sup> At the same time, IMPACT teachers became significantly more constructivist, and showed a substantial increase in technology utilization, relative to their comparison-school colleagues. When only the first year of experience in the project was looked at, the only effect was that IMPACT teachers showed increased technology utilization relative to comparison school teachers.

### **Concerns-Based Adoption Model (CBAM)**

According to our teacher concerns measure, IMPACT teachers did not move through the stages of concern as anticipated, but became more intensely clustered at the awareness stage. We hypothesize that this pattern of development occurred as a result of the complexity of the intervention and the way in which it was deployed over time.

### **Classroom Equipment Usage**

A survey of classroom equipment usage indicated that there were few differences in classroom technology use for IMPACT and comparison teachers prior to the IMPACT

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<sup>2</sup> While this sounds positive, it is unclear as to whether it is desirable to become LESS teacher-centered in a technology - intensive classroom. The way this was operationalized includes things that might be highly desirable in a technology rich environment.

intervention, but that by 2006 IMPACT teachers reported using most classroom technologies more frequently than comparison school teachers.

### **Administrator Outcomes**

Administrators were assessed in several different ways. We examined administrators' technology attitudes, skills, and usage as well as their leadership styles. In the case of media coordinators and technology facilitators, we asked IMPACT principals to complete performance appraisals to describe how well these individuals fulfilled their job descriptions.

#### **Technology Attitudes, Skills, and Usage**

Results for the ISTE Profile for Administrators revealed significant differences across the IMPACT and comparison groups, indicating that IMPACT administrators changed more over time than their comparison counterparts in terms of their technology attitudes, skills, and usage.

#### **Leadership Profile**

The Leadership Practices Inventory (LPI) was used to assess administrators' leadership styles. Due to turnover and low response rates among comparison schools, it was not possible to perform significance testing on the differences between IMPACT and comparison principals. However, the data indicate that all IMPACT principals who were present for all three years of the grant were rated more highly in Year Three than in Year One on all 5 constructs of the LPI. These principals grew most in "Challenging the Process" and "Inspiring a Shared Vision." At the same time, in Year Three, media coordinators and technology facilitators were generally rated more highly as leaders than principals, indicating that teachers at IMPACT schools value these individuals as part of the school's leadership team.

#### **Performance Appraisals**

IMPACT principals rated media coordinators and technology facilitators using instruments created by NC DPI as part of the revised IMPACT guidelines. In both cases, principals ranked these individuals highly (near the maximum of 4.0) on all constructs. Both groups were ranked highest on Program Administration Performance. These data suggest that IMPACT principals were satisfied with the job performance of their media coordinators and technology facilitators.

### **Student Outcomes**

#### **End of Grade Achievement- Math**

In general, HLM analyses indicated that students in IMPACT schools began the study scoring lower in Math than their comparison school counterparts, although once

background variables were controlled for there were often fewer differences. Looking at Math EOG test scores, students in IMPACT schools showed stronger growth curves (faster improvement). The average difference between the two was about 1.0 points over the first two years (note that expected growth for one year on these tests were often less than 3.0 points) and a difference of about 1.5 points in Year 03.

Looking at Math achievement levels (I – IV) revealed that IMPACT students tended to show more improvement than their comparison counterparts. Looking at the change in achievement level from Year 00 to Year 02, we see that IMPACT students are 25% less likely to drop achievement levels and are 37% more likely to increase achievement levels. This pattern was similar for Year 02-03, but was not significant.

Looking at Math achievement levels as passing/failing (levels I, II vs. III, IV), we see that IMPACT students were less likely to pass in Year 00 and were more likely to pass in Year 03. Looking at change from Year 00 to Year 02 we see no difference in the odds of going from passing to not passing, but IMPACT students' odds of improving their status from not passing to passing were 42% higher than the odds for comparison students (which was highly significant). Because the pass rate for Year 03 was so dismal (due to a change in the test) we only examined the probability of failing. The odds of an IMPACT student passing was 24% higher than for a comparison student, although this gap narrowed as age of student increased.

Finally, to test our largest subsample of students who had the longest exposure to the IMPACT environment, elementary students in grades 3-5 were analyzed in separate, parallel analyses, and produced similar (although often stronger) results.

### **End of Grade Achievement- Reading**

HLM analyses indicated that in general, students in IMPACT schools began the study about on par with comparison students, particularly once background variables were controlled for. Looking at reading EOG test scores, students in IMPACT schools showed stronger growth curves (faster improvement). Depending on grade, growth was up to 2 points stronger for IMPACT than comparison students.

Looking at Reading achievement levels (I – IV) revealed that IMPACT students tended to show more improvement than their comparison counterparts. Looking at the change in achievement level from Year 00 to Year 03, the odds that IMPACT students would increase one or more achievement levels were 6.45 times the odds for comparison students. Because of loss of data over the long time period, similar analyses examining the change from years 01-03 produced similar results, with the odds of IMPACT students increasing an achievement level being 3.09 times those for comparison students.

Looking at achievement levels as passing/failing (levels I, II vs. III, IV), at baseline (Year 00) IMPACT students were significantly less likely to pass the reading EOG than comparison students (62.7% vs. 73.9% respectively). By the end of the project, there was no significant difference in the pass rate (80.8% vs. 82.2%, respectively), representing a

large improvement for IMPACT schools. Once background variables were controlled for, the odds that IMPACT students would go from non-passing to passing status from Year 00-03 were 55% higher than the odds for comparison students. Interestingly, this gap between the two groups' odds of passing increased in higher grades.

Our analyses did not find a significant difference in the reading achievement of IMPACT and comparison students in the primary grades, based on the results of the Gates-MacGinitie reading test. However it is important to note that this test was only given to each cohort of 2<sup>nd</sup> graders at the beginning and end of the school year, and not across multiple grade levels, so only limited conclusions may be drawn from these results.

### **IMPACT Implementation and Achievement**

SAS performed several analyses using their EVAAS methodology to investigate the relationship between IMPACT and student achievement. Using SERVE's School Technology Needs Assessment (STNA) as a proxy for technology integration and utilization, they found that there was an interesting interaction between technology utilization and group (IMPACT vs. comparison) on student achievement growth ("school effects") during the 2006 school year.

Our replication of these analyses produced somewhat different results. Our analyses found that as STNA scores increased for IMPACT schools, there was significantly stronger growth in student achievement, while higher STNA scores were associated with flatter growth curves for comparison students. We can speculate that these results occurred because the environmental supports in IMPACT schools allow teachers to leverage instructional technology to benefit students more, whereas in comparison schools it is possible that the lack of a technology facilitator and the other structural supports that IMPACT brings can inhibit student achievement as teachers attempt to utilize more technology.

A different pattern occurred, however, for the STNA factor related to IT infrastructure and support. Our analyses indicated that as teachers perceive (or receive) more IT infrastructure and support, students tend to benefit more than when teachers receive less support—and this pattern held for both IMPACT and comparison schools.

### **Writing Achievement**

Our analyses indicated that 4<sup>th</sup> grade IMPACT students scored significantly higher than comparison students in 2006 (the only year of available data). However, there was no significant difference between the two groups at the 7<sup>th</sup> grade level.

## **Technology Skills**

Data related to student technology skills produced varying results in this study. In the 2005-06 school year, comparison students were more likely to pass the 8<sup>th</sup> grade Computer Skills Test (CST) than IMPACT students. However, there was a change in the test in that year, and the test only measures one grade level (present in only two IMPACT sites), so these results should be interpreted with care.

Results from technology skills surveys that were administered to students in grades 3-5 and 6-8 indicated that by 2005-06 there were significant differences across most of the technology skills listed on the instrument. This effect was more pronounced for students in grades 3-5, where comparison school students often ended the year rating themselves lower than the IMPACT students had at the start of the year.

## **Recommendations**

Based on the available results of the three-year evaluation of the project, we have a number of recommendations for NC DPI.

- We suggest that in future iterations of the IMPACT model deployment, NC DPI allocate funding based on ADM. The funding model for schools in this project did not account for wide disparities in school size, and correspondingly, there are substantial within-group differences in terms of technology saturation and resource availability at IMPACT sites, particularly at middle schools.
- We recommend that future studies of the IMPACT model focus on the implementation of the model at one type of school site (e.g., K-5, 6-8, or 9-12). The variation in the types of schools selected for participation in this project made it difficult to select adequate comparisons, and made it more difficult to draw firm conclusions about the effectiveness of the model at any given type of school.
- In each year of the project, there was substantial variation in the ways in which the model was implemented across school sites. While it is important to empower schools to use the model to meet their specific needs, for projects of this type it is also important to ensure as much continuity and comparability across project sites as possible. We recommend that in future iterations of this project that NC DPI and SERVE continue to work to provide schools with guidance about the importance of implementing all aspects of the model, particularly Needs Assessment: People and Process, Designing Facilities, Planning and Evaluation.
- We recommend that future IMPACT schools be required to develop objectives and strategies that explicitly align with every element of the IMPACT model.

- NC DPI should continue to re-visit the IMPACT model to provide guidance in terms of a specific recommended progression for implementing the different aspects of the model and whether certain critical factors should be weighted more heavily than others. In addition, it may be necessary to describe a rollout of the model based on standard levels of technology and media funding.
- Schools appeared to find some elements of the model more difficult to conceptualize and implement than others. In particular, schools appeared to be challenged by the need to engage in formative evaluation. This component of the model may require special time and attention within the context of future implementations of the model.
- Our evaluation was not able to capture the range in the quality of staff development that was available at different schools, but this is a critical issue in ensuring that teachers are prepared to implement the IMPACT model. We recommend that schools implementing this model select staff development opportunities with care, based upon a rigorous needs assessment of their staff. Further, we recommend that schools monitor the quality of staff development by routinely surveying their staff on this subject.
- The structure of the MTAC varied across schools, with teachers at some schools having no opportunity to serve on this committee. We recommend that IMPACT principals incorporate the perspectives of teachers during every stage of the implementation of this project, and we recommend that NC DPI require schools to include teachers and parents on their MTACs.
- Leadership data indicate that teachers at IMPACT schools viewed media and technology staff as valuable leaders in their schools, in accordance with the principles of the IMPACT model. These individuals played key roles in the implementation of the model, and we recommend that their leadership roles be emphasized when advocating for funding for these positions.
- The concept of “best practice” as related to technology integration continued to vary across school sites throughout the project. This may have been a result of the site-based decision making that occurred with respect to professional development, as well as the varied backgrounds of teachers participating in the intervention. We recommend that in future implementations of the model, NC DPI provide as many illustrative examples of best practice as possible, and provide a platform for outstanding teachers from the current group of IMPACT schools to model activities and disseminate lesson plans.
- Teacher retention data indicate that IMPACT schools were more effective at retaining beginning and master-level teachers than comparison sites. We recommend that schools implementing the IMPACT model work to support all teachers, especially those who may be less familiar with technology than beginning teachers, and have less teaching expertise than master teachers.

- Teachers appeared to view the IMPACT model as highly complex and dynamic, and experienced some unanticipated changes in their attitudes and concerns with technology and with the innovation as a whole. While there may be no easy way to “unpack” this model for school staff, we recommend that NC DPI and IMPACT school principals make every effort to incentivize the change process for teachers, and create a transparent decision-making process at the school level.
- Further, because IMPACT teachers’ attitudes toward technology tended to plateau in Year Three, we recommend that future implementations of the IMPACT model account for “innovation fatigue,” and focus on finding new ways to motivate teachers to continue their personal development as learners and users of technology.
- Results indicated that comparison teachers became less teacher-centered, relative to IMPACT teachers, while IMPACT teachers made significant and substantial growth in their use of technology. This finding suggests that future professional development activities for IMPACT teachers should focus on ways of incorporating technology so that learning can remain student-centered.
- Because IMPACT teachers made substantial progress in their use of classroom technologies, we recommend that IMPACT principals continue to celebrate the successes of their staff, and investigate ways to support them in their continued growth as professionals and as technology users. Many IMPACT teachers may have felt overwhelmed by the many changes that the implementation of the model required, and may not be able to sustain their own professional development without targeted assistance.
- Overall, we recommend interpreting the results of this evaluation with care. The results of this study are only immediately generalizable to Title I schools in North Carolina. Further, because the majority of subjects were at elementary schools, it is difficult to draw firm conclusion about the effects of this model at the middle school level. Lastly, this evaluation used a quasi-experimental approach, as the intervention sites were not randomly selected. Because the comparison sites did not reflect a “control” condition, it is important to remember that all schools in the study were implementing multiple innovations at various points. As with any longitudinal study of a schoolwide intervention, this evaluation represents an attempt to describe a dynamic “moving target,” and conclusions should be drawn with these facts in mind.