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October 31, 2018

VIA E-MAIL AND HAND DELIVERY

Dan Forest, Lieutenant Governor, Member SBE
Office of the N.C. State Board of Ed.
6302 Mail Service Center
Raleigh, N.C. 27699-6302

RE: Carver Heights Elementary School WCPS – Innovative School District

Dear Mr. Davis:

On behalf of the Wayne County Board of Education and the entire public school community in Wayne County, we are writing to express our serious concerns and great dismay regarding the recommendation to transfer Carver Heights Elementary School (CHES) from Wayne County Public Schools (WCPS) to the Innovative School District (ISD) in the 2019-2020 school year. The ISD is without a proven school turnaround record, without a strategic plan to assist our children, and without any accountability to the taxpayers, parents or children of Wayne County. Dr. Eric Hall and Ms. LaTeesa Allen witnessed our community's outrage at the public meeting held at Carver Heights Elementary School on October 8, 2018. In addition, Dr. Hall has received petitions from the community and NAACP with nearly 2,000 signatures (so far) opposing the transfer.

Our concerns include:

- (1) The selection process has not been consistent with (indeed, in some respects has virtually ignored) statutory requirements and has lacked transparency and fidelity;
- (2) The selection process this year has been inconsistent with last year's process. Last year, schools with Federal School Improvement Grants (SIGs) were excluded from consideration,

for obvious reasons. WCPS assumed this same exemption would apply this year. Inconsistent criteria make it impossible for school systems to effectively plan or make meaningful decisions about low-performing schools, as the criteria are not articulated and ever-changing;

(3) The selection process utilized by the ISD Superintendent usurps the State Board of Education's statutory authority, effectively anointing the ISD Superintendent as the sole decisionmaker, while depriving the State Board of any real authority to make the final "selection" of ISD schools;

(4) WCPS has not been afforded any opportunity to refute the findings that allegedly support its inclusion in the ISD;

(5) The October 15, 2018, letter from the ISD Superintendent to WCPS notifying us of the selection of Carver Heights contains inaccurate or false information and conclusory allegations, unsupported by any evidence or exhibits;

(6) WCPS has in place a number of strategic plans to address the performance issues at Carver Heights;

(7) WCPS has successfully turned around schools in the district and believes it can best address the issues at Carver Heights, while the ISD has no proven track record and no connection to the community;

(8) Turning the future of these children over to an entity with no track record, with no accountability for results, and with no accountability to the voters and taxpayers of Wayne County, is neither consistent with the State Constitution's design for public schools nor is it consistent with the promise of the State to provide the opportunity for a sound basic education;

(9) The ISD by design will deny choice to parents, effectively forcing them to put their children into the equivalent of a charter school, run by an unknown outside operator with no track record or accountability, while at the same time preventing them from any desired school reassignment; and

(10) The changes that WCPS plans to implement have already begun; by design the ISD will use this school year for mere "planning and engagement" and not for any real innovations or actual efforts to improve the school's performance.

An additional concern for WCPS is the heavily segregated nature of Carver Heights Elementary School. WCPS is actively engaged with a highly respected demographer and is analyzing the demographics of the district as the next step in a redistricting process intended to address the makeup of our schools. The taking of this school, and the restrictions on school assignment in the ISD statutes would prevent and interfere with these efforts for possibly the

next five (5) years, to the detriment of our overall student population, the students at Carver Heights Elementary School, and our community as a whole.

I. BACKGROUND

At the Education Innovation and Charter Schools (EICS) Committee meeting on October 3, 2018 (transcript attached as Exhibit A), Dr. Hall and Ms. Allen presented to the SBE about the Innovative School District and about their efforts thus far to narrow down the field of low-performing schools to a short list of “qualifying schools.” They explained the systematic approach they took to narrow the initial list of fourteen (14) down to six (6) schools, all eligible according to statutory criteria to be selected for admission into the ISD. Their final list of six (6) “qualifying schools” included four (4) “rural” schools and two (2) “urban” schools. One (1) of the “rural” schools was Carver Heights Elementary School in Wayne County. Just prior to this announcement, the ISD Superintendent met with the Wayne County Board of Education on October 1, 2018. On October 8, 2018, Dr. Hall and Ms. Allen met with the Wayne County Board of Commissioners and presented later that day to a hastily called public meeting conducted at the school auditorium. The public meeting included teachers, parents, students, and representatives from the community, NCAE, and NAACP. Notably, both October 8 presentations consisted mostly of showing a PowerPoint slide show detailing the schools on the list and their performance scores. The public meeting lasted about two (2) hours. There were numerous questions about the ISD’s plans for the school, as well as concerns about what would happen to the students, the teachers and the community. The frustration of the audience at that meeting was palpable, as the presenters failed time and again to adequately address their questions and concerns. See the following link for this meeting: <https://www.youtube.com/watch?v=iRCYdBov-rY&feature=youtu.be>.

On October 15, 2018, Ms. Allen sent a letter (attached as Exhibit B) to Wayne County Superintendent Dr. Dunsmore and Chairperson Burden notifying them that Carver Heights was going to be recommended for selection by the State Board for inclusion in the ISD for the 2019-2020 school year. The letter contains assertions that are conclusory and inaccurate, in seven (7) bullet points consisting of a mere twelve (12) sentences. See Exhibit B. No exhibits or other evidence were cited, attached to or included with the letter. WCPS has learned that CHES was the only school out of the short list of six (6) qualifying schools that was recommended to move forward. (The Superintendent for each of the other schools were sent letters on October 15, 2018, advising that these schools were not being selected.)

It has become evident to us that statutorily-required procedures have not been followed, that CHES was pre-selected by the ISD Superintendent, and that numerous aspects of the selection process lack transparency and validity. We write to you, the State Board, in an effort to shine light on these deficiencies in the hope that you will see fit to ask the important questions

and ensure the process is carried out with integrity and fidelity to the statutes and State Board policies.

The arguments and concerns that follow are based upon the very meager information available to us (and, presumably, to the State Board) as we try to sort through and understand the process thus far. We apologize if any of our concerns are misplaced due to a lack of available information; little information is available online or in other public locations and many of our public records requests seeking information on this process have thus far gone unanswered. We have asked for, but received no evidence to back up the assertions concerning certain deficiencies at CHES claimed in the vague and conclusory October 15 letter from the ISD Superintendent.

Overall, we have been frustrated by the lack of transparency in this process, and by the absence of valid and reliable evidence prior to and in order to support of the profound recommendation for the very drastic remedy of taking over this school. We are also frustrated at the complete ignoring of how this state takeover would adversely impact our district's own plans to turn the school around and to redistrict, diversify and balance our schools. We trust the State Board shares our concerns and will attempt to address them before voting on this recommendation.

II. THE PROCESS WAS FLAWED

The stakes are high in a decision like the one now facing the State Board of Education and it is critically important for the public to trust the processes that led to the ultimate decision. The processes leading up to this recommendation for selection are seriously flawed in the following ways:

1. The statutory procedures have not been followed;
2. The process has lacked transparency;
3. The recommendation of only one (1) school effectively removes from the State Board its statutory authority to "select," since there remains no real "selection" to be made;
4. There is no evidence presented to support the "selection" of the one school;

A. The Statute

The ISD statute provides, in pertinent part, as follows:

(a) State Board Selection – The State Board of Education is authorized to select, upon the recommendation of the ISD Superintendent, no more than five qualifying elementary schools to transfer to the ISD as innovative schools. The five qualifying schools selected for inclusion in the ISD should represent geographic diversity, including urban and rural schools. The State Board of Education shall select no more than one qualifying school per local school administrative unit, unless the local board of education consents.

(b) Selection Process. – The selection of qualifying schools shall be based on an analysis of performance over the most recent three-year period. Prior to recommendation of selection of a qualifying school, the ISD Superintendent shall conduct an evaluation of the school to determine the factors contributing to the school’s performance and shall confer with the school principal, local board of education members, the local school superintendent, and the local board of county commissioners to share the findings of the evaluation. The school selection process shall also include a public hearing to allow for parent and community input. The ISD Superintendent shall evaluate and identify the qualifying schools to recommend for selection as prospective innovative schools no later than October 15 prior to the initial school year in which the school may operate as an innovative school and shall notify the local boards of education where prospective innovative schools are located by that date. The State Board of Education shall select the prospective innovative schools no later than December 15.

G.S. 115C-75.7 (2018) (emphasis added). This statute has simply not been followed. Consider the following:

- The grade level configuration for Carver Heights changed in 2016-17 from K-4 to 3-5. This change affects the accountability data over the required “most recent three-year period.” Even Dr. Hall noted at the October 3 EICS meeting of the SBE, (ironically, while referring to a similar change in another “qualifying school”), that such a change raises the question of whether it is even “the same school” for the three-year period. (Exhibit A, p.9) Likewise, there is the question of whether Carver Heights has been “the same school” for the required three-year period. In any event, any “analysis of performance over the most recent three-year period” would necessarily be devoid of some data for any such analysis. As a grades 3-5 school only since 2016-17, there is complete performance data only for that one year, and overall performance data (but no EVAAS results) for 2017-18.
- There is no evidence that there has been “an evaluation of the school to determine the factors contributing to the school’s performance,” at least not any meaningful evaluation. Aside from the very brief, conclusory letter to Dr. Dunsmore notifying him of the recommendation of Carver Heights, no mention has been made of any “factors” contributing to performance, and no factual evidence has been produced showing any meaningful examination of those factors. In addition, the CNA (Comprehensive Needs Assessment) report used to support the recommendation of CHES was based on a visit to the school that occurred only two school days after a 10-day absence due to Hurricane Florence. Students began school August 27, 2018, attended for eleven (11) days, then were out ten (10) days due to the hurricane. Assessing the school

and its students after only two (2) days upon return was tantamount to an assessment at the start of a school year – hardly a reliable measure of some of the “factors” referred to in the ISD letter, such as teacher-student relationships or student motivation.

- There is no evidence that has been made available that indicates this “evaluation” has occurred in the six schools on the “qualifying” list. In order for the SBE to make its “selection,” this “prior” evaluation should have occurred at each of the six schools, and the results of those evaluations should be presented to the SBE for its review. As shown in Exhibit C (created based upon the public records provided thus far), the six (6) “qualifying schools” have been evaluated and assessed based on markedly different standards and criteria. Only three schools had a CNA visit and report done this school year; the CNA reports for the remaining schools were done in prior school years and, in one case, as far back as 2015. Site visits appear to have been conducted only in some of the schools. It is inconceivable that a true evaluation has been carried out in the “qualifying schools” as contemplated by the statute. The decision here to exclude five (5) schools, without even a pretense of attempting to meet the statutory requirements, and without applying consistent and tangible criteria, is arbitrary and capricious on its face.
- There is no evidence that the evaluations (that should have occurred at all six (6) schools) were ever shared with the various groups required by statute. To the contrary, when asked by Vice-Chair Duncan at the EICS meeting on October 3 whether there had been “engagement” with the boards of education in all six school districts, Dr. Hall specifically replied, “No sir, we have not.” Dr. Hall went on to explain that having these required meetings with school boards and the community “can be very distracting,” apparently considering that a valid justification or explanation for deliberately failing to follow the statutory requirements. (See Exhibit A, p. 10)
- While meetings were held in Wayne County with the local school board, the county commissioners, and the public, these meetings were hastily called, poorly noticed, and consisted mainly of the same PowerPoint slide presentation given to this Board in October. Throughout these meetings it was quite obvious to the audiences that Carver Heights had already been pre-selected and that the meetings were pro forma, not really intended to solicit input, and clearly not to offer any plans of the ISD for the improvement of the school.
- The statute provides that an important consideration for the ISD is “geographic diversity” and further states that the ISD should include “urban and rural schools.” At the present time, there is already one (1) rural school in the ISD, Southside/Ashpole Elementary School in Robeson County. While the statute does not require the rural-urban diversity necessarily in this second year,

nevertheless, it would be reasonable to leave that decision up to the State Board. There are six (6) “qualifying schools,” (2) two of which are urban. Instead of presenting one (1) or two (2) potential urban choices to the State Board, the ISD Superintendent has removed them from consideration, for reasons not made available to us or the public, and presumably not presented to the State Board for its review and analysis, thus depriving this Board of that decision-making authority. The two (2) schools selected are within 100 miles of each other, both in Eastern North Carolina, along the I-95 corridor. It should be up to this Board, not the ISD Superintendent, whether urban/rural diversity or other geographic diversity factors important enough to the ISD experiment for the State Board to consider in this selection process.

- Finally, and significantly, the process here has resulted in a total usurpation of this Board’s authority and obligation to “select” under the statute. The verb “select” is defined: “to choose (as by fitness or excellence) from a number or group.” Merriam-Webster’s Collegiate Dictionary (11th Ed. 2008) (emphasis added). Only one (1) school has been presented by the ISD Superintendent, thus depriving the State Board of any decision-making at all. The “selection” in this case has already occurred, and has been done by a single individual, without the benefit of true discussion or deliberation, without transparency, and without any real accountability.¹

B. Lack of Transparency

This process has been frustrating. It has been frustrating for school officials, for the local board of education, for Carver Heights teachers, parents and staff, and for the community. Many questions and concerns raised at meetings went unanswered. Parents and teachers wanted to know plans for the school. They wanted to know track records. They wanted assurances. They got nothing.

Even more significant, after the October 15 letter arrived, people want answers about the selection process: why were five (5) schools removed from the list and only one remained? Why were the urban schools not left on the list? What criteria were used to select Carver Heights and remove the other five (5) schools? Were the same “evaluations” done in all six schools? Were the same meetings to “confer” and gather input held in all six (6) communities? What input was received and how did that shape the decisions made? Why are the criteria used not available in rule or policy? Are the decisions being made by individuals at DPI or by groups to ensure a balanced analysis?

In an attempt to get some answers, we requested, through our attorneys, that certain public records be produced. Those requests were made on October 16, October 22 and October 24, but we have to date not received all of records requested. We have combed websites, newspaper

¹ It should also be noted that the applicable State Board Policies have not been followed in the recommendation process. See e.g. Policy INSD-002 and Policy INSD-003.

articles, and other sources looking for answers to why and how the selection was made. We have found nothing that demonstrates the process, or the criteria used, and certainly nothing to indicate that statutes or State Board policies were faithfully followed or regarded at all. After receiving the October 15 letter with its very vague and conclusory assertions, we wrote to Chairman Davis and Vice-Chairman Duncan requesting more information and an opportunity to respond. Fundamental fairness would dictate that we be given full explanations and responses to our questions about this process, and that we be given a meaningful opportunity to refute the “findings” supporting this pre-selection of Carver Heights, many of which are inaccurate or unfounded.

For the public to have any confidence in this process, the statutory and State Board policy requirements must be met, and with a high degree of integrity that withstands any scrutiny. For the ISD to hope for any level of success, it must have the support and confidence of the public. As carried out to date, this is not a transparent process, nor is it a fair one. If allowed to continue it will ultimately produce decisions that are untrustworthy, lack validity, and are demoralizing to the public schools. It will all but guarantee the failure of the ISD at Carver Heights.

C. The State Board’s Role

Under the North Carolina Constitution, the State Board is granted the authority and assigned the responsibility to “supervise and administer the free public school system.” N.C. Const. art. IX, sec. 5. There is a reason the people of this State chose to bestow this authority and responsibility upon a “board,” consisting of thirteen (13) members, appointed for overlapping terms, representing at least eight (8) geographic regions – a “board” consisting of diverse viewpoints – rather than investing public school supervisory power in an unelected individual staff person. The collective wisdom of a diverse board, acting on a wide array of issues and evidences coming before it, is more likely to produce decisions that are sound and trustworthy as well as representative of the State as a whole.

More particularly, the State Board has an additional role, set forth in the ISD statute, to administer and make decisions for this new “local” school district. This effectively renders the State Board the equivalent of a local board of education in its duties to oversee and administer this newly created 116th school district.² As set forth in G.S. § 115C-36, local boards of education “shall have general control and supervision of all matters pertaining to their respective administrative units and they shall enforce the school law in their respective units.”

The ISD statutes clearly assign various decisions to the State Board of Education, and the expectation would be that the State Board, and not an individual employee, is responsible for making the ultimate selection. Any other interpretation or execution of these statutory provisions

² The ISD statutes assign numerous duties to the SBE including the duty to “administer” the qualifying schools for inclusion in the ISD; delaying the transfer of a school under certain circumstances; resolving disputes; selecting the ISD operator; waiving laws and policies; setting amounts for insurance coverage; providing funding; and terminating the school’s inclusion in the ISD. Moreover, the State Board likely is and remains liable to the students at the ISD school for the provision of Exceptional Children services, and most certainly is liable to those students to provide the opportunity for a sound basic education under Leandro.

would violate the clear authority of the Board pursuant to the Constitution and the law. The State Board must be free to evaluate the issues and facts in their entirety, and it must be the ultimate decision maker. Any other option denies the obligation of the State Board and leads to an argument that the statute creates an unlawful delegation of authority to a single individual. While most unlawful delegation challenges relate to the legislature's delegation of authority, in this case there is the potential for the delegation to be unlawful not only for the legislature, but also for the delegation from the State Board to a single individual without any oversight or exercise of true decision making by the State Board. The result is a total abdication of the State Board's authority and responsibility under Article IX of the Constitution. Never should the State Board be limited to a rubber stamp for staff recommendations without itself confronting the evidence and issues and exercising its own constitutional and statutorily-conferred decision-making authority.

D. The October 15 Letter

The letter from Ms. Allen, newly appointed ISD Superintendent, to WCPS, notifying it of the upcoming recommendation of Carver Heights Elementary School, contains only conclusory "findings" and refers to no evidence or reports in support of those findings. There are no reasons given as to why CHES was selected while all five (5) of the other "qualifying schools" were not even fully evaluated, let alone offered as potential options for the State board's selection. There were no criteria cited, no references to a thoughtful and credible process of eliminating five (5) schools and leaving only CHES. The letter fails to reveal to the Wayne County Board of Education or its constituents anything concrete and verifiable about the selection of CHES as the sole recommendation. Without some specificity, without references in the letter to factual data supporting the generalized "findings," the school system is at a loss to confront or refute some of those assertions, which, left unchallenged, become the basis for a drastic remedy impacting the lives of these children, their families and the Wayne County Schools for years to come.

Even without additional information, however, many of the conclusory findings in this letter are flawed. For example, in the October 15 letter to WCPS, Ms. Allen notes as a critical factor (one of seven) in the recommendation decision that:

- Several beginning teachers and teaching vacancies persist at Carver Heights. As a result, students' opportunities to access the full range of the curriculum to grow academically, and to attain proficiency are limited.

This statement is conclusory and misleading at best. Carver Heights has four (4) vacancies: a media coordinator; and three (3) classroom teachers. While teacher vacancies are certainly not positive in any school setting, they are not unusual and hardly support a conclusion that a takeover is necessary. In fact, as of this date, the ISD has four (4) vacancies advertised at its one and only flagship school, Southside/Ashpole. Those vacancies are: one (1) Exceptional Children's teacher; two (2) fourth grade teachers; and one (1) third grade teacher. Southside/Ashpole has a much smaller student population than CHES and thus, relatively speaking, CHES staff vacancies are no more impactful than those at the ISD's own model school. Basing a takeover of a school upon

October 31, 2018

Page 10

staff vacancies in a school when the ISD school has an even number of vacancies is irrational and unjustifiable.

Also, in the October 15 letter, Ms. Allen points to deficits in “student perceptions of relationships with teachers;” “stakeholders” being unaware of the school’s direction; and the fact that the School Improvement Team is “in a beginning phase of implementation.” All of these conclusory findings purport to support the decision to recommend CHES for a takeover. Not only are these findings unsupported by any evidence included with the letter, they are unfair in light of the timing of the ISD “site visit” on September 28, 2018 (which lasted no more than forty minutes and for which we have received no reports or notes documenting the visit), and the two-day CNA review on October 2-3, 2018. At the time of this CNA visit and review, the students had only been back in school for two (2) full days following an extended ten (10) day closure due to Hurricane Florence. Prior to Florence, the students had only been in school for eleven (11) days. For elementary school children having just experienced the trauma associated with this hurricane, returning to school after an extended closure, it is hardly surprising that their “perceptions of relationships with teachers” do not exude a “positive tone.” Similarly, stakeholder awareness of the school’s direction might understandably be lacking at this time. Likewise, the fact that, as of early October, with only about fourteen (14) full school days occurring since August, it would not be unexpected to find a School Improvement Team “still in a beginning phase of implementation,” especially following the displacement occasioned by the hurricane.

It is unfair and almost an injustice to visit a school just days after an event like Florence, in a community still suffering the effects of one of the worst hurricanes to attack this area of our state, with children and teachers still homeless and traumatized, and reach conclusions like those in the October 15 letter. This process is even more egregious when one considers the fact that several of the other “qualifying” schools who suffered little or no hurricane effects, also had no site visit or CNA reviews at all. It seems very likely that Carver Heights was pre-selected and the ISD Superintendent was compelled to do a rush job to try to justify that selection.

Moreover, many of the “findings” appear to be inconsistent with previous reports from DPI and other “findings” are inaccurate. Again, without knowing more, we are limited in our ability to respond.

Another example of problems and inconsistencies in the October 15 letter appears in the first bullet point, which claims there is a “[l]ack of fidelity in the adoption of an Integrated Behavior Management System/PBIS. The needs assessment suggests that student perceptions of relationships with teachers do not resonate with the expected positive tone of the programs.” This assertion is inconsistent with both the Department of Public Instruction’s (“DPI”) Comprehensive Needs Assessment (“CNA”) summary report and DPI’s CNA final report. The CNA summary report states that “[s]ystems and structures are in place to manage student behavior, establishing an orderly learning environment.” Comprehensive Needs Assessment, page 4. The CNA final report states that “[a]n Integrated Behavior Management System process/Positive Behavior

Intervention System (PBIS) program is in place and improving student behavior. Students are well-behaved and comply with teacher directives.” Comprehensive Needs Assessment, page 7. Furthermore, the CNA final report also states that “overall, the PBIS program is reducing the suspension rate and thus, affording students more instructional time.” Comprehensive Needs Assessment, page 8. [Not included in either report are the actual data showing a reduction of out-of-school suspensions from 212 in 2016-17 to 136 in 2017-18, a 36% reduction in just the first year of implementation of the School Improvement Grant (“SIG”).]

We have several concerns about the assumptions that were apparently made about the information the ISD collected. We believe faulty assumptions have led to questionable analyses and conclusions. If the ISD cannot or will not provide the information we have already requested, the State Board should demand the information and offer the school system a reasonable opportunity to review it, correct it, and respond.

The school system, by letter dated October 24, to the Chairman and Vice-Chairman of the SBE, has requested the opportunity to respond to the assertions prior to any vote being taken on this “selection.”

III. WCPS Turnaround Success

WCPS has a vision of excellence for all of its students. WCPS has had success turning around other low performing schools and improving student achievement, particularly in the last four years. WCPS knows our community, which is extremely supportive of all of our efforts to continue to improve our schools and serve our students. Carver Heights Elementary School is no different.

Over the past four (4) years, eleven (11) Wayne County schools have improved their Achievement Scores, nine (9) Wayne County schools have increased their Growth Scores, and nine (9) Wayne County schools have increased their Overall School Performance Scores.

In 2016, WCPS completed an analysis of its low-performing schools and determined that our top priority for four (4) of our schools designated as low-performing was a comprehensive restructuring, which required significant changes at each of those four (4) schools. This restructuring, the School Regrouping Plan, created a new grade-level configuration at School Street Elementary, North Drive Elementary, Carver Heights Elementary, and Dillard Middle Schools, to focus our instruction at various developmental levels, and to support gang prevention and other exigent circumstances that were barriers to student learning.

Beginning with the 2016-17 school year, the regrouping plan involved four schools: School Street, North Drive, Carver Heights, and Dillard. The changes enabled a focus on one specific development stage, rather than both the primary and intermediate stages that are included in a typical elementary school, and provided a coordinated approach to curricula that not only attends to the cornerstones of quality literacy instruction, but also promotes coherence and consistency within and across classrooms and grade levels.

As a result of this regrouping, Dillard Middle School has seen increases in its Achievement Score, Growth Score, and Overall School Performance Score, increasing its Overall School Performance Score by seven (7) points and meeting growth the past two (2) years. WCPS is now focusing efforts on Carver Heights Elementary School, which is currently in the second year of implementation of a Federal School Improvement Grant, the recipient of an Apple ConnectED grant, and has now filed a Restart application (attached as Exhibit F).

IV. Carver Heights Elementary Restart Application

What are we doing to assure success for the children of Carver Heights Elementary School? Plenty, and with more expertise, immediacy and focus, and with more local knowledge and support than the ISD can possibly muster.

The Wayne County Board of Education has prioritized small class sizes in all elementary schools. The Board reduced class sizes before the law required it and paid for the smaller class sizes with local funding. In 2016, CHES was awarded a \$1,275,879 Federal School Improvement Grant (SIG) to reform the school over a five-year period, including attention to staffing and student performance. 2017 was the planning year for the SIG. The first year of implementation was the 2017-2018 school year, and CHES has just begun year two of implementation. CHES was awarded an Apple ConnectED grant to fund technology for our students in the amount of \$1,585,000. CHES is in the process of submitting a Restart application. Once approved, the additional flexibility will enable WCPS to more effectively and aggressively address students' needs.

WCPS has recruited and just brought in a new administrative team for CHES, with outstanding proven track records of turning around low-performing schools. Dr. Patrice Faison, North Carolina Principal of the Year in 2012, will be serving as principal of CHES (resume attached as Exhibit D). Dr. Faison will be joined by Dr. Terri Cobb, who will be the SIG Coordinator (resume attached as Exhibit E). Both Dr. Faison and Dr. Cobb have extensive, successful experience in leading efforts to turn around low-performing schools, dramatically improving student outcomes and school standards. Both are outstanding former principals, and both have been LEA Superintendents. Their attached resumes clearly demonstrate their extensive experience and expertise.

Furthermore, CHES teachers and staff will receive intensive professional development including, but not limited to, training in balanced literacy, data-driven instruction, and Adverse Childhood Experiences (ACES), with individualized coaching in math and science.

V. The ISD Statue Does Not Mandate A Choice At This Time

According to Section 7.26E(f) of 2018 Appropriation Act (Sess. Law 2018-97):

The State Board of Education may select up to five qualifying schools to transfer to the ISD beginning with the 2018-2019 school year but shall select at least two qualifying schools to transfer to the ISD no later than

October 31, 2018

Page 13

the 2019-2020 school year and shall have selected five qualifying schools for transfer to the ISD no later than the 2020-2021 school year.

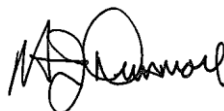
This language may be read to require the State Board of Education to make its selection of at least two qualifying schools no later than the 2019-2020 school year. At this point the State Board has selected one school for transfer into the ISD: Southside/Ashpole Elementary in Roberson County. From the language of the bill cited above, the State Board has until the 2019-2020 school year to select the second school for transfer. There is no absolute requirement that this selection be made at this time.

CONCLUSION

Finally, as noted earlier, Wayne County Public Schools is mindful of the needs of its students in a constantly evolving, diverse community, and we are focused on the need to desegregate our schools and achieve diversity and balance in all of our schools. We have added needed building capacity and are soon to receive the results of a demographic study that will inform a comprehensive redistricting plan to be developed.

In conclusion, we urge this Board to vote against including Carver Heights Elementary School in the ISD for all the reason set forth above and to allow Wayne County Public Schools to use its resources and its community to move this school forward. To that end, we request your review and consideration of the Resolution passed October 30 by the Wayne County Board of Education, attached hereto as Exhibit G.

Sincerely yours,



Dr. Michael Dunsmore, Superintendent



Patricia A. Burden, Board Chair

Enclosures

cc: Mark Johnson, State Superintendent of Public Instruction
Dr. Eric Hall, Deputy State Superintendent of Innovation
LaTeesa Allen, Innovative School District Superintendent
Eric Snider, Esq.

October 31, 2018
Page 14

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Grace A. Sykes, Esq.

**Transcript of State Board of Education: Education Innovation and Charter Schools (EICS)
Wednesday, October 3, 2018**

[Following an update regarding Southside-Ashpole, the following ensued:]

Dr. Eric Hall: So it does present some challenges and uh, we are hopeful at this point that we are hopefully within days away of reopening and uh, staying very closely connected with operator partner, school district and our staff at the school. So we, we've been pretty close throughout this entire process and we are, I think we are very close to reopening. So with that, unless we have any other questions, I would like to move into introducing to you the new ISD Superintendent, Superintendent Allen. And she is going to take you through the process. We have been working very closely together over these last several weeks. As you may recall at the last State Board meeting, we did release with the accountability results as required in statute. The list of schools that qualify for the ISD for the upcoming school year. With that announcement, um, we have several steps that we have to engage in and I'm going to ask Superintendent Allen to kind of take you through that process while at the same time, introducing herself to you for the first time to this Board. Superintendent.

LaTeesa Allen: Thank you Chair Davis, Vice-chair Duncan, and Superintendent Johnson, to the Board members and to each of you assembled here today I bring you greetings and I am very excited to be here. I am three weeks into this position umm, but I am definitely not new to this work. I have worked with disadvantaged students over my twenty plus years in education. I have also worked with turning around schools and what's real important. I know it's my passion. I know it's where I'm supposed to be and I have had the opportunity to look at this from all levels. Umm, I was a teacher and so I had

an opportunity to teach at all levels – elementary, middle school and high school; also from the school administrators side by leading schools. Also I had an opportunity to work at a state level by overseeing schools in 19 different districts in one state, and then I also had a chance to work nationally by working with eight different states, umm, with schools that needed transformation. And my most recent work, and I know that ISD's foundation has been engaging with the community and partnering with the community. And my most recent work as a Chief Program Officer for Communities In Schools afforded me the opportunity to get engaged in North Carolina where I was able to work with different districts across the state. So again, I am excited for being here and thank you for having me. As we go through this particular PowerPoint, many of you have seen this already. I know we had a few umm, new Board members, umm but of course our mission statement is to create innovative conditions within low performing schools, and partnerships in communities across North Carolina, focus on improving equity and opportunity through high expectations for student achievement. The innovative school district looks at um, two different opportunities. One is the innovative school where we have a turnaround operator as we do in Robeson County. And also the innovation zone which we call the "I Zone" where districts have an opportunity where if there is a low performing school that is in the ISD that other low performing schools in that particular district have an opportunity to take advantage of that flexibility. Umm, and also there is a grant umm for \$150,000 so that the district can use that for turnaround efforts or also hiring an operator umm, to lead that zone as well. So let's talk about the process. The process is, we start with the consideration phase which is umm, where we are right now umm, and going in and looking at the

schools that are under consideration in the list that you have received. We move into the evaluation phase where we look at the information that we have which includes the data, which includes the visits that we have done as well which includes the comprehensive needs assessment that is done. And then we move into the selection phase where we select the students that we are recommending for the ISD. We move into the engagement phase which is where we are engaging the school district. We are engaging the ISO. We are engaging the community in order to move forward. And then we are at the partnership phase where the work really begins and making sure that we are partnered to ensure equitable education for these students and success. And that partnership phase is four years. We understand that it is five years in the ISD but also that it takes a year to start transitioning to have that opportunity to transition that school umm, back to the district. So this is the criteria that we have used that's set in statute for our qualifying schools. Umm, it includes all or part of grades K-5, they did not exceed growth in at least one of the prior 3 years, and did not meet growth at least one of those prior 3 school years. Also they did not adopt one of the established reform models in the state statute you for the immediate prior school year which had to be approved by June 30, 2018. We must also include rural and urban schools and cannot engage more than one school in an LEA. The list of 14 schools are listed as you can see that were originally qualified. And then we move to look at schools under consideration. So from that list of 14 schools using the qualifiers for under consideration we also remove schools from that list that rated as a D in the 2017-18 year because if they did then it is possible that the next year they may have hit a bump. They could have had a change in leadership. Umm, there are varying variables. So we

looked at that as well. All schools rated F but met growth. So if they met growth umm, we are hoping that they are moving in the right direction. And then all schools who have met academic growth in both 2015-16 and 2016-17 and earned a D rating for both of those years. Once we applied those, we ended up with 6 schools – 4 rural, 2 urban. Our rural schools are Carbon Heights Elementary in Wayne County, Gaston Middle in North Hampton County, Hillcrest Elementary in Alamance-Burlington County, Williford Elementary in Nash-Rocky Mount Schools, Fairview Elementary Buford County, and Hillcrest Elementary in Forsyth County. What you will see over the slides is the data that we have used initially. And so the first rule to set the school performance graded gives you a three year look at these schools. Their school performance score, their grade level and proficiency, their growth status and their EVAAS growth overall. So the next few slides look at each school individually so I am going to go through those slides. We don't have to go over them individually. You have that information, umm, before you. So this slide I do want to look at because what we have done is a side-by-side comparison of the 6 schools. We looked at their grade level proficiency for the previous year. We also averaged their school performance score over the last three years and then you can see their grades for the last three years as well. So now that we have the schools that are under consideration, those 6 schools, what we have been working on over these past three weeks is engaging the local school boards, engaging superintendents and other district personnel, doing site visits, school visits, so that we know that we have the data but we want to make sure that we visit the schools so that we look at that qualitative information that we can gather. We talked to them, find out what they are doing. Are they on a path to improve? So that we can have

additional information. I then also, as we move further, we have to engage the county commission and also the public to make sure we gather input from families, local communities, umm as we are looking at, umm, the final selection. So before you, you will see the timeline which really outlines what I went through before. By October 15th we will have the schools that we are recommending to go forward. At the November meeting we will have the schools and look to get that approval from the school board for those schools and then you'll see the rest of the timeline which deals with engagement and the partnerships. The organizational structure is our last slide where we look at how this, we are set up under the innovative school district. And so that concludes my presentation, so if you have any questions, umm we are available to answer those.

Female: Board members, does anyone have a question for Ms. Allen about the six schools and the comparative data that is presented in the chart? Mr. Duncan.

Duncan: Umm, I have a couple of questions about the presentation. The slide that shows the process towards improved achievement starts with consideration phase, and I believe you said you are now in the evaluation phase, or the selection phase --

Allen: So we are ending the consideration phase. And yes we are, umm going into the evaluation phase.

Duncan: Okay. So, my question really centers on in terms of process – what, one of the reasons I think people are enthusiastic about Southside-Ashpole is because umm, there's a lot of community enthusiasm and community involvement, support for that school --

Allen: Yes.

Duncan: --and I think the research would suggest that successful schools having community involvement is extremely important. It strikes me in the engagement phase should come before the selection phase in that light because if you selected and then find out the community is strongly adverse to the uh and not supportive of the effort then I think that's going to make it difficult for it to have the kind of success we would want to have in respect to this.

Allen: So that engagement phase – and Dr. Hall you can definitely add to this, because since you have gone through the process – but that engagement phase that you are referring to umm, is the engagement once we make the selection and going forward. The engagement with the community does happen before then.

Hall: If I could just add a little bit more context around that I would tell you that one of the things that was a little bit of a struggle as you recall this time last year is that in statute we cannot really approach any engagement with schools because we don't know what the accountability data is going to tell us until September, and in statute we have then until October 15 to complete that entire process, which gives you a very narrow runway when you think about school board meetings that are already scheduled often times in local districts you know, in advance, trying to get with county commissions umm. We do have a requirement to have a public forum at the school. And these are all things that we have to really weigh, you know, in how we really organize our time during that 5-6 week period. I think for us, and this is a reflection from the past, I think Dr. Oxendine can probably reflect on this with me as well in what we had to do in Robeson is that some of that early engagement is not always the easiest part because you are really trying to help the local community, local partners. Everybody understand what

we are going to be embarking upon during that next several months. I think the engagement starts with the introduction after September when we start to have these conversations with local leaders and we try to reinforce that all along the way. But, this is something I'm hopeful that in some point in time we can get some legislative accommodation because it does give us a very narrow window of time. But on the back side of that, it gives us also less time to be able to fully prepare to start up a new school in the following year. Because if you think about most turnaround efforts, you have a full planning year before you would start. In this case, we're already in our planning year being in this selection process and everything else. So, a lot of work ahead but I agree. I think the engagement is something that we try to do the best we can at this point. That engagement phase in our process is when we are engaged in formalizing agreements, contracts and then partnership is when all agreements are in place and we are moving forward.

Duncan: So, let me follow up on that if I could, is, are you suggesting that the Board should consider as part of its litigation, or excuse me, legislation agenda that it ask for some additional time from the legislature between time to receive the test data before the selection process is been completed so that greater opportunity for engagement with the community is available? Is that something that the, you're suggesting by when you said that? I wasn't sure about that.

Hall: I think in the end we would always like to have as much time as possible to engage with the local community. I think the process that we are following allows us to start that. But the engagement, and not the engagement from this process standpoint but the relationship building with the local community happens from the day of September

when we select, until we really start up and continue those relationships even going forward. And I think that's where the results that we have had at Southside-Ashpole. It starts out in a very in what I would say, I call them critical conversations. They are not easy conversations. They are tough conversations. But I do think at some point in time we may want to explore some of those time frames and see how we can maximize the time that we have, or look at other options in the statute going forward, especially now that we have ESSA, and some new things like CSI identification, TSI identification because this law was put in place in 2016 and over time we might want to come back and look at some additional alignment

Duncan: Let me ask a question for further follow up. I have several questions if permitted by Ms. White. Umm, thank you, umm, so with respect to the umm, selection process and I haven't been through this before so bear with me Dr. Hall. As as of October 15 is it the ISD district that makes the selection the Board, the State Board does not confirm that it simply that, that selection is made by the ISD district?

Hall: Yes sir. So in statute what it indicates is that by October 15 we have to notify the local districts of whether there is an intent or not to bring them forward for selection to the state board. And so that is a notification that would go to the local district, likely the superintendent and the school board chair locally to notify them of the intent one way or the other, but also at the same time as we are doing that, we do have to complete some pretty, pretty significant steps which includes the engagement with the superintendent, engagement with the school principal, engagement with the school board, engagement with the county commission and that public forum to solicit feedback from the local community.

Duncan: Realizing the onerous schedule you are under, and I do think it's onerous by the way, by the timeframe from testing to when the selection period is umm, for the six districts have you met with all of the state, the school boards in the six districts yet?

Hall: We have engaged with all the superintendents and we have engaged in multiple steps with some of the others. There are a few things in here that when we talk about selection. Uh, there are some things I can give you an example of one particular school. The school that qualified last year based on the outcome data where it was a PreK-5, it is now a PreK-2 and it has been reconfigured. That plays into a discussion now and we have to decide is that really the same school that qualified. So there is a lot of things that kind of play into these discussions and so right now we have been trying to take this time to learn about what is happening at each school, what are the local plans that have been adopted and understanding what is already in process versus what is potentially aspirational in nature because aspiration is the hardest part to kind of work through because with three years of trends we have seen in some schools, we do need to engage and try to ensure that they have a good local plan to turn the school around. And if we don't feel like there is high degree of confidence and that local plan has the capacity to really make an impact on students, then that's when we would come back to this Board in November to make that request for selection.

Male: What I was really trying to ask, and maybe I didn't ask it clearly is there six different school boards involved here for these six different schools. Have you met with all six of these school boards yet?

Hall: No sir we have not. But we have engaged with all six --

Male: Do you have plans to do that before October 15 before the selection, before the initial selection is made?

Hall: We try to look at the data and see where it really directs us while also looking at CNAs and engagements with the superintendents. But doing the visits with the schools and doing visits with the principals, visits with the superintendents and then looking because, obviously the higher we go up in those communications with school boards, the county commissions, and then soliciting public input, what that does is it creates a high degree of, as you can imagine, a high degree of conversation within the local community which can be very distracting not only to the community itself and to parents, but it can be very distracting to the educators inside the school and to the school leaders. So we try to be very sensitive in how we go about this approach and what we have been able to learn in the short period of time about each school.

Duncan: So last I think last question umm, I would make one comment, umm, the umm, I take if from that answer you haven't done any engagement in any of the communities yet. You haven't met with all the school boards, and you haven't done any engagement with, you're saving all the engagement work for the community until after the selection.

Hall: Well the engagement with the community, because of the public forum we would be required to have, that is something we will have to complete with any schools that we recommend at this point. And there is a piece that I think is important to point out to the Board. We have a requirement in statute that by 19-20 we have at least two schools selected. We have done one school up to this point which is Southside-Ashpole. So we do have a minimum requirement of at least one more school for next year. And

then the statutory requirement which does not give us any leeway requires that the additional three schools be for the following school year.

Duncan: So, last comment, umm, however delicately you have thought to approach it, that three of these schools are in the part of the state that I represent. And I have been able to see very vigorous comment about it. The community as in fact talking about it a lot, including um, all levels, governmental levels and education leaders and school boards even though they have not met. And so I worry that with lack of engagement it is going to be very difficult to get positive engagement. Because when left unfettered the engagement tends to be pretty negative. That has been the experience with the calls that I have had. And there have been many. So you know. So I just, I worry about the process because we want to end up having something that's good for kids. To be good for kids, you have to have, you have to build a level of support. I know that's what you want --

Hall: Yes sir.

Duncan: -- or you wouldn't be spending your time, as much as you are on this. So I just worry about our process here. Umm, so. I'll stop there for now. I have specific comment about some things. I wanna say one last thing about the presentation um, which is, um, it says that there must be rural and urban and I think that's true by the time you have five schools umm and it uses the word should not shall in the statute --

Hall: Right.

Duncan: -- interestingly because the next sentence the statute says 'shall' 'further there shall be no more than one for any one district.' So that, for those who are interested on the

Board in the word of legal statutory interpretation that does have some meaning to it. Umm, and so, you know the question I have in that instance is umm, particularly here it is not required for example if you pick one or two, that have one that can be classified as rural and you have identified the classifications here, we're not required to make a final decision about rural and urban before we get to the year where we have all five it sounds like from statutory language. Is that a fair assessment?

Hall: Yes sir.

Duncan: Alright. Thank you. Well, I'm sorry, I really am sorry. [laughter]

White: You are testing my patience. [laughter]

Duncan: I deserve a whack across the hand.

White: Yes sir, Mr. Vice Chair.

Duncan: No I deserve it. Last one. As I've said, I've gotten an awful lot of calls on this, so that's causing me to ask the questions. Umm, and I'm losing track of the last one, but umm, this is the last one is if there have been other programs already initiated in the school whether it be a federal grant program or a uh, local initiative in which significant local funds have been expended to move forward on a multi-year program that is to change the direction of the school. Is that part of the consideration to uh, the selection process?

Hall: So we do try to take all of that into consideration which is where during the school visits and when we engage with the superintendents, we try to build an understanding what is it that's taking place inside the school. Umm, and that does vary quite a bit. I mean, you could imagine if we went just off of the statute with the 14 schools that could be pretty

extensive which is why we developed this narrowing strategy of going from 14 to the 6 with the criteria that we have. I think where we are at right now is trying to understand okay with those additional supports and vestments, what are the trends showing? And I think that's an important factor here because if we see for example the SIG grants is a good example of a federal investment that goes into a school. If we see, and you remember last year we had some schools that were only entering their second year of the SIG grant, we now had two full years of SIG grants in some schools, we have to start making some decisions is that investment starting to turn the school in a direction that is impacting students or are we seeing a trend that's going potentially in a wrong direction. And those are the kind of critical conversations and hard conversations we are having to engage in. I can appreciate the feedback that comes in because we, you know, for those of you that were here last year we had very similar process where umm, this is a passionate topic. We want to, you know do all that we can to engage and support local communities because we do see this is their asset. We see ourselves simply as a partner coming in during that five years to get this done. But at the same time, we also know that this results in not only tough decisions for this Board, but also for the local boards and the districts that we are engaging in this process right now.

Duncan: Thank you Chairman White for your indulgence.

White: You are so welcome.

Female: I have a couple of additional comments. Umm, I think it brings merit to the conversation to highlight the timeline that hasn't been discussed at the table and that's um, the crunch of time that occurs once that decision is made to being ready to open in August. And what we know from past experience is that as soon as these school or schools are

identified, then this department has to embark on the journey of putting out a umm, RFP for a particular operator. That operator then has to hire umm, the school administrator. The school administrator then has to, umm embark on the journey of hiring staff for that school and that's an enormous amount of activity to accomplish in a short amount of time to make sure that what the action that is being taken is effective and, and has the impact that we are required to do by statute. So, that's the second portion of the calendar. Umm, the second thing I do know in conversation with this team is that they have been boots on the ground umm, visiting the schools that are under consideration to make sure that what they are seeing on paper umm, matches or doesn't match umm, with what they see visually on school climate, school leadership. What are they seeing as they, as they make the journeys. So I want to thank them for, for taking the time to do that. And then the third thing is, and I know that this is a pointed comment and I don't mean it as such, but this data is out for public consumption, and it has been, and, and I would hope that our school and our district leaders are already aware of, of the critical nature of students that are not meeting grade level expectations and that they on their own without input or direction from this particular department would start their own journey towards improvement umm, and that they shouldn't wait to start building community collaboration with their permissions with their Boards, with other outside agencies surrounding those schools to make sure that these schools have a chance to be successful. And so, I hope that it wouldn't take our intervention or our direction to start that conversation. Anybody else want to add in?

Scott: I just had a quick question --

Female: Yes, Ms. Scott.

Scott: -- and I'm sure it has been answered and I was probably asleep at the switch. So I would like to know what is your goal for next year? How many schools? I mean you've probably said, I just didn't hear it.

Hall: So I think our goal is, ultimately our goal has never been to build a large portfolio in this process. Our goal is how to create the right conditions, I think to Ms. White's comment, to really encourage districts to do this innovation on their own. But by statute, we do have a requirement to have at least two schools for the 19-20 school year and we have one of those schools already was Southside-Ashpole. You may re-

Scott: Excuse me.

Hall: Yes ma'am. Please. I was just going to add that it's also important to probably acknowledge two other parts of the legislation: one is, is that we cannot identify a school for more than one single LEA. So for example, Robeson County now that we have one school identified there, we could not identify other schools in that LEA, which is a significant difference compared to other models around the country. I think something else that is very unique in this case, maybe unique is the wrong term, I think something that is important to consider is that once we identify and a selection is made, it does give the local board, and it only gives them really two options at that point in statute. And the two options which I think are important and we don't take these decisions lightly is that it's either transferring the school into the ISD for that period of five years or to close the school. And those are not, those are not the decisions that, you know, any of us take lightly. I think those are things that we try to listen very closely to the community. We did that at Southside-Ashpole. And I think because of the conversations we had there, we saw that local community step up and say "hey we want to see this move

forward.” And I think we are seeing some good results from the community engagement standpoint while it is still too early for the school being closed until we see where long term goals end up being achieved. But, pretty proud of the work that has taken place there.

Scott: I do remember that option from last year either you know had the invaded school or closed. But now, so since you have the school, one school, then this coming school year possibly okay, or whatever, another school. That would be two. Alright, but, that would be it then for that particular school year. That would be two, but it would just go on maybe after that?

Hall: After next year, by statute it’s a requirement to have three more schools.

Scott: Okay, that’s it. Thank you. I’m finished. Thank you that answers me.

Hall: Yes ma’am.

White: Does anyone have any additional questions?

Female 3: I have a quick question and it is going back to the Robeson County model. What is the status of the public schools in Robeson County building, and that’s probably not the correct word but umm, thinking about the zone and adding schools into the zone.

Hall: So I’ve had great conversations with the Superintendent in that district and she is actually very eager to move into a zone discussion. Now I will tell you those conversations ended, of course, at the time that the storm came in as that impacted the district in this situation. But we are confident, that the plan would be to come back before this Board here in the next couple of months once they resume operations and have a plan

presented to you by the district and partnership with us on what their zone model would look like, and how they would look to expand some of those options across multiple schools in their district. And those are schools that remain under local control. We are simply there as a thought partner looking at how do we do some shared practices, look at some strategies we can start to share and look at the new flexibilities that come with that option for those schools that would be a part of the zone strategy.

Female 4: This is more of a comment, being a teacher and, umm, I don't know if anybody else feels this way but I, my heart is hurting for these schools that are on the list because I, I feel like in a way we are shaming them, you know with these letter grades. And umm, there's, there's gotta be a reason why these things are happening and I do believe that a lot of it has to do with the mandates that are put upon our schools. Umm, if we could give them just greater autonomy and greater flexibility. All of the things that the innovative school district is giving these schools if we could just go ahead and do it as a state, and that way we don't have to get to these points where we have to diagnose *clapping* thank you, whoever's clapping, but I think, I'm the only one, I mean I know I can't be the only one sitting here just feeling so sad for these students that are on the list and these staffs that I know are working so hard because teachers are not in it for the money, or they're not in it for the accolades. They're in it because they want to make a difference and I know these letter grades are heartbreaking to them. So I just wanted to make that comment.

Scott: One more little thing, I'm sorry, umm, you know, it goes back also to what we just saw happen here today. And I'm, and I'm sure that Dr. Hall remembers that we came over to NCSBA we had a lot of discussions. I remember all of that, but, but where we were

today with umm, what was that, Newton Conover? Whichever one and we looked at the students today, those schools came from somewhere. They were, they were what we can say kind of to the left. They were trying. They were struggling. They were trying to make it, but you know they made it and I have to agree with what you said that when we, you know, it can be done. But it has to be also that the district buys into it. And is willing to do it; because everybody doesn't share that same type of dedication even or even, even the feeling for it so at any rate, I'm not going to say anything else because it really doesn't have anything to do with this, but I agree with you. I understand that.

Hall: And Ms. White, if I can respond to that. And I think we share that same sentiment. We want to see schools have the flexibility. And I think the good news is is that when you look at what has happened over the last three years since we started these discussions is that the Board may well remember that one of the criteria in the statute is that if a district adopts one of the established reform models in statute, then they are given that flexibility for the restart. And we have seen, you know, a hundred plus new restarts in our state given the same flexibilities that we are bringing into the schools that we partner with. And so I think the good news is is that we are seeing in a state, where we are seeing more of these restart options come forward to look flexibilities and we are seeing the new establishment of the renewal school district which you are very familiar with in Rowan-Salisbury, and what they're trying to bring forward. So my hope is is that we will continue that conversation. And I also say that while flexibility is important, it's also important to know that I don't believe flexibility alone is the silver bullet. It takes great leaders, it takes great educators coming together in the right

conditions to get it done. And that's what we are here to help push along the way – have those conversations and engage with districts, and kind of see what we can do, so, we appreciate you very much.

Female: Dr. Hall, Ms. Allen thank you so much for your time today. We'll look forward to, umm, the decision that is made, and that information you shared with us. We do have one last item.

[RECORDING END]



LaTeesa Allen, Superintendent
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October 15, 2018

Dr. Michael Dunsmore, Superintendent
Ms. Patricia A. Burden, Board Chair
Wayne County Public Schools
2001 E. Royall Ave
Goldsboro, NC 27534

Dear Dr. Dunsmore,

Please accept this letter as notice, per G.S. 115C-75.7(b), that I will be recommending to the State Board of Education that Carver Heights Elementary be transferred into the North Carolina Innovative School District (ISD) beginning in the 2019-2020 school year. This recommendation is made based on meetings with the school district, site visit with the principal, results of the Comprehensive Needs Assessments (CNA), a recent review by the Federal Programs division at the North Carolina Department of Public Instruction, and a review of school performance data over the past three years that resulted in Carver Heights Elementary School being considered as a qualifying school per G.S. 115C-75.5.

Based on our evaluation and analysis of the information collected, several factors contribute to Carver Heights Elementary School's recent performance and eligibility to be transferred to the ISD. Some of these factors include:

- Lack of fidelity in the adoption of an Integrated Behavior Management System/PBIS. The needs assessment suggests that student perceptions of relationships with teachers do not resonate with the expected positive tone of the programs.
- While administrators communicate expectations around instructional practices, implementation of those expectations varies across the school, which causes instructional levels to remain too low. Student outcomes are possibly diminished.
- Stakeholders are unaware of the direction for the school, and thus improvement efforts appear to be impacted.
- School Improvement Team is still in a beginning phase of implementation, yet the school has demonstrated significant needs for this team to lead and manage improvement efforts.
- Several beginning teachers and teaching vacancies persist at Carver Heights. As a result, students' opportunities to access the full range of the curriculum, to grow academically, and to attain proficiency are limited.
- Based on the master schedule, the number of instructional minutes falls below what is required for all core content areas. Student learning time is not maximized.

- The school is not on track to meet school improvement grant (SIG) goals. During the 2017-18 school year, Carver Heights did not utilize \$185,256.88 of the available \$318,969.75 from its school improvement grant.

At the upcoming State Board of Education meeting on November 1, 2018, I will make the official recommendation and request for final vote by the State Board. If the State Board approves the recommendation, your local School Board will have until February 1, 2019 to adopt a resolution to either approve the transfer of Carver Heights Elementary into the ISD or to close the school at the end of the current school year.

As indicated in recent meetings with your board and the district leadership team, it is my desire to work with you in partnership. Together, we can explore how the ISD can best meet the needs of the community and Wayne County to improve student growth and achievement at Carver Heights Elementary. This recommended intervention is also an opportunity to design and implement innovative strategies in schools across Wayne County with a renewed focus on improving student achievement. By working together, we can establish a national model for how state and local partnerships can facilitate equity, opportunity, and excellence in our schools.

Please call me with questions or if you need any clarification as we continue to collaborate and explore strategies for enhancing student outcomes in Wayne County with the school board, the district leadership team and the local community.

Thank you for all that you do in support of education and students across your school district.

Sincerely,



LaTeesa Allen

Superintendent

NC Innovative School District

SEPTEMBER 2018

| Key | | | | | | | 1 |
|---|--|--|---|---|---|----|---|
| Carver Heights Elementary School (Rural, Wayne) Fairview Elementary School (Urban, Winston-Salem/Forsyth) Gaston Middle School (Rural, Northampton) Hall-Woodward Elementary School (Urban, Guilford) Hillcrest Elementary School (Rural, Alamance-Burlington) Williford Elementary School (Rural, Nash-Rocky Mount) | | | Gaston: May 5-6, 2015 CNA Review ; June 29, 2015 CNA Final Report ; 2018 NONE | Williford: Sept. 28-29, 2017 CNA Review ; Oct. 7, 2017 CNA Final Report ; 2018 NONE | Hillcrest: March 20-21, 2018 CNA Review ; April 11, 2018 CNA Final Report ; 2018 NONE | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | | Hillcrest: TC E. Hall w/ Dr. Bruce Benson Carver Heights: TC E. Hall w/ Dr. Dunsmore | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| | Williford: Site Visit (LaTeesa Allen) | | Fairview: Discussion (NCDPI); Site Visit FES School Under Consideration (Eric Hall & LaTeesa Allen) | | Hillcrest: Site Visit HES (Eric Hall & LaTeesa Allen) | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| | | Fairview: Visit (Eric Hall & LaTeesa Allen); 2018 CNA Review Hall-Woodward: 2018 CNA Review | Fairview: 2018 CNA Review Hall-Woodward: 2018 CNA Review | Hall-Woodward: Visit by Dr. Hall: Deputy State Superintendent NC Innovative School District (Eric Hall & LaTeesa Allen) | Carver Heights: ISD Meeting w/ Dr. Dunsmore (Eric Hall) | | |
| 30 | | | | | | | |
| | | | | | | | |

OCTOBER 2018

| | 1 | 2 | 3 | 4 | 5 | 6 |
|----|---|--|--|----|---|----|
| | Fairview: CNA Final Report Hall-Woodward: CNA Final Report Carver Heights: Depart for WCBOE MTG (Eric Hall) | Carver Heights: 2018 CNA Review | Carver Heights: 2018 CNA Review | | Carver Heights: Wayne County details (Conference Call) (LaTeesa Allen) | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | Carver Heights: Meeting w/ Wayne County Commissioners Carver Heights: Wayne County PUBLIC MTG (Eric Hall & LaTeesa Allen) Carver Heights: CNA Final Report | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | Fairview/Hillcrest/Williford Hall-Woodward/Carver Heights/Gaston: ISD Decision Letter from LaTeesa Allen Gaston: "Gaston Middle School" (LaTeesa Allen) | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | | | | | | |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

Carver Heights Elementary School (Rural, Wayne)

1. September 4, 2018 TC E. Hall w/ Dr. Dunsmore (Eric Hall)
2. September 28, 2018 “ISD Meeting with Dr. Dunsmore (Eric Hall)
3. October 1, 2018 “Depart for Wayne County School Board Meeting” (Eric Hall)
4. October 2-3, 2018 CNA Review
5. October 5, 2018 “Wayne County details (Conference call)” (LaTeesa Allen)
6. October 8, 2018 “Meeting with Wayne County Commissioners; Wayne County PUBLIC MEETING” (Eric Hall & LaTeesa Allen)
7. October 8, 2018 CNA Final Report
8. October 15, 2018 Decision Letter

Fairview Elementary School (Urban, Guilford)

1. September 19, 2018 “Fairview Elementary School Discussion (NCDPI); Site Visit Fairview Elementary School; “School Under Consideration” (Eric Hall)
2. September 25, 2018 “Fairview Elementary School Visit” (Eric Hall & LaTeesa Allen)
3. September 25-26, 2018 CNA Review
4. October 1, 2018 CNA Final Report
5. October 15, 2018 Decision Letter

Gaston Middle School (Rural, Northampton)

1. May 5-6, 2015 CNA Review
2. June 29, 2015 CNA Final Report
3. October 15, 2018 “Gaston Middle School” October 15, 2018 (LaTeesa Allen)
4. October 15, 2018 Decision Letter

Hall-Woodward Elementary School (Urban, Winston-Salem/Forsyth)

1. September 25-26, 2018 CNA Review
2. September 27, 2018 “Visit by Dr. Eric Hall: Deputy State Superintendent, NC Innovative School District” (Eric Hall & LaTeesa Allen)
3. October 1, 2018 CNA Final Report
4. October 15, 2018 Decision Letter

Hillcrest Elementary School (Rural, Alamance-Burlington)

1. March 20-21, 2018 CNA Review
2. April 11, 2018 CNA Final Report
3. September 4, 2018 TC E. Hall w/ Dr. Bruce Benson (Eric Hall)
4. September 21, 2018 Site Visit Hillcrest (Eric Hall & LaTeesa Allen)
5. October 15, 2018 Decision Letter

Williford Elementary School (Rural, Nash-Rocky Mount)

1. September 28-29, 2017 CNA Review
2. October 7, 2017 CNA Final Report
3. September 17, 2018 “Williford Elementary Site Visit” (LaTeesa Allen)
4. October 15, 2018 Decision Letter

Patrice Jones Faison, Ed.D

Education

Doctorate of Education, December 2014
University of North Carolina at Greensboro, Greensboro, NC

Specialist in Education, May 2012
University of North Carolina at Greensboro, Greensboro, NC

Master of School Administration, December 2006
North Carolina A&T State University, Greensboro, NC

Master of Elementary Education, May 2004
North Carolina A&T State University, Greensboro, NC

Bachelor of Arts in Education with Honors, May 1995
Elizabeth City State University, Elizabeth City, NC

Certification

Superintendent License, December 2014
 State of North Carolina

Administrative License, December 2006
 State of North Carolina

National Board Certification, June 2000
 National Board for Professional Teaching Standards

Elementary Education (Grades K-6) Standard Professional Teaching License, June 1995
 State of North Carolina

Administrative and Teaching Experience

Superintendent, March 2017 -February 2018
Thomasville City Schools, Thomasville, NC

- Increased high school's first semester Biology and Algebra I scores
- Established district initiatives that lead to an increase in teacher retention
- Provided principals with outside coaches and mentors
- Created Business, Faith, Student, Community and Parent Advisory Councils
- Implemented 24 hour communication policy
- Updated and streamlined district website
- Provided principals with finance training
- Established systems to provide materials in both English and Spanish
- Collaborated with finance officer and school board to create teacher incentive program and increase local supplement

Principal, July 2012- June 2017

Page High School, Greensboro, NC

- Provided a focus on closing achievement gap and increasing rigor
- Presented professional development in areas of staff needs
- Created student clubs, organization, and councils where students can demonstrate leadership skills
- Evaluated and collected data to develop and support interventions
- Collaborated with families and the community for additional services and resources
- Implemented a vision to build positive school culture

Patrice Jones Faison, Ed.D

- Established nonnegotiable to increase literacy and rigor in the classroom
- Exceeded growth expectation of students as measured by EVAAS
- Lowered suspension rates

Principal, June 2010 -2012

Oak Hill Elementary School, High Point, NC

- Implemented school transition with eighty percent new staff members: set the vision, organize new school procedures and build community support and staff cohesion
- Increased performance composite by 19.4 points during first year of school improvement grant.
- Facilitated Professional Learning Communities: standards based planning and data analysis to inform instruction
- Evaluated and collected data to develop and support interventions
- Presented several topics through professional development: student monitoring, providing appropriate feedback, effective use of anchor charts, increasing rigor, data driven instruction
- Established English as a Second Language and GED classes for parents at the school
- Oversaw community grants to provide additional resources to teachers and families
- Created student clubs, organization, and councils where students could demonstrate leadership skills
- Collaborated with families and the community for additional services and resources

Principal, October 2007 – June 2010

The Academy @ Smith, Greensboro, NC

- Increased performance composite by 55% during three year tenure
- Increased graduation rate to a 100% in 2009-2010
- Facilitated the opening of a new building
- Presented professional development in areas of staff needs
- Implemented a vision to build positive school culture

Assistant Principal, January 2007 – October 2007

Ragsdale High School, Jamestown, NC

- Facilitated with school safety and discipline
- Presented professional development in areas of staff needs
- Supervised, supported, and assisted teachers in academic development

Middle College Liaison, May 2006- January 2007

North Carolina A&T State University, Greensboro, NC

- Supervised and supported students in college course work
- Facilitated facilities usage
- Provided training and professional development for teachers and parents

Clinical Faculty, August 2002-May 2006

North Carolina A&T State, Greensboro, NC

- Supervised student teachers
- Prepared student for Praxis II exam
- Facilitated workshops related to National Board Certification
- Secured a grant for middle school students: Stepping Stones to College

Classroom Teacher, August 1995-June 2002

Stokesdale Elementary, Stokesdale, NC

Patrice Jones Faison, Ed.D

- Taught elementary students in grades 1-3
- Served as grade level chair
- Coordinated science fair

Applicable Professional Development

Sheltered Immersion Observation Protocol (SIOP) and Co-Teaching, 2010
North Carolina New Teacher Evaluation, 2010
Assessment for Learning, 2010
Extended Time and Learning, 2011
Reading Foundations, 2011
Principal Training for Common Core and Essential Standards, September 2011- 2012

Professional Contributions

Representative, School of Education Advisory Council, North Carolina A&T State University, School of Education, January 2015-2017

Representative, School of Education Advisory Council, University of North Carolina at Greensboro, School of Education, August 2014-Present

Advisor to State Board of Education, State of North Carolina, 2012-2013

Using Student Data Collaboratively and Systematically to Inform Instruction, Priority School Forum, National Education Association, Nov 2011

Principal Representative, Teacher Education Advisory Council, High Point University, School of Education, September 2010-2012

Principal Representative, Education Leadership Advisory Council, High Point University, School of Education, November 2011-Present

School Improvement Grant Council Member, North Carolina Department of Instruction, May 2011-2013

Piedmont Triad Leadership Consortium Mentor Guilford County Schools, August 2011-2013

Publications

Mentoring Underrepresented Groups, Support Material, 2002
National Board for Professional Teaching Standards

One Meeting You won't Mind Attending, Collections of Short Stories, 2003
National Board for Professional Teaching Standards

Grit Matters, Keynote Speaker, 2015
Guilford Educational Alliance Educational Summit

Honors and Affiliations

Outstanding High School Administrator 2012-2013, Guilford County Schools PTA High
National Distinguished Principal, Class of 2012
Principal of the Year, State of North Carolina 2012
Edward B. Fort Leadership Award, 2012
Recipient of Jennifer Nicole Brown Scholarship
Alpha Kappa Alpha

TERRI ROGERS COBB, EdD

**PROFESSIONAL SUMMARY**

Serving public education as a teacher, counselor, curriculum director, principal, district administrative team member, and superintendent in varied districts has given me a wide range of knowledge and experiences in increasing student achievement. Most of my career has directly impacted adult learners leading to success for K-12 learners. I bring dedication, commitment, love for research, and a desire to provide educational leaders, inside and outside the classroom, with tools to align resources and maintain a focus on increased achievement for all students.

EDUCATION

| | |
|---|--|
| EdD in Educational Leadership Dissertation: <i>Systemic Change: Functions of the Central Office Supervisor that Support Increased Achievement for All Students</i> | East Carolina University Greenville, NC |
| MA in Educational Leadership | East Carolina University |
| MA in Guidance and Counseling | East Carolina University |
| BS in Education | East Carolina University |

AREAS OF LICENSURE (North Carolina)

| | |
|-------|--|
| 00011 | Superintendent |
| 00012 | Principal (Grades K-12) |
| 00113 | Curriculum Instructional Specialist (K-12) |
| 00190 | Reading (Grades K-12) |
| 00005 | School Counselor (Grades K-12) |
| 00024 | Intermediate (Grades 4-6) |
| 00025 | Elementary Education (Grades K-6) |
| 78180 | Middle Grades Language Arts (6-9) |
| 78400 | Middle Grades Social Studies (6-9) |
| 00008 | Mentor |

EMPLOYMENT HISTORY

| | |
|------------------------------|---|
| TEACHING ASSISTANT PROFESSOR | East Carolina University June 2018 – Current |
|------------------------------|---|

- Teaching MSA and EdD courses
- Serve on Curriculum Committee

| | |
|----------------|--|
| SUPERINTENDENT | Pender County Schools January 2012 – October 2017 |
|----------------|--|

- Surpassed State and Region in student achievement indicators related to State Accountability Model
- Listed among top tier districts for student achievement in 2017 Public School Forum Annual Report
- Exceeded state and regional graduation rates
- Led largest bond in the history of the County; conducted growth study and facilities study
- Led district to achieve first district-wide accreditation with AdvancED
- Led establishment of Pender Education Foundation
- Received grants including but not limited to STEM-focused 21st Century grant, Panasonic Grant with ECU, STEM grant for online textbooks, NC State-Kenan Fellows Science Grant with Wake County Schools
- Implemented district after-school programs including tutoring programs for middle school and high school learners
- Renovated existing building to house Board Room, Human Resources, and Accountability
- Placed Board policies online
- Implemented MTSS, Balanced Literacy Program, and K-12 Curriculum Guide

- Developed budget process to be used annually, including final presentations, for communicating with Board of Commissioners and community
- Developed strategic planning guide for schools
- Increased technology and training for instructional technology
- Initiated district literacy evaluation

CHIEF OF STAFF

Wake County Public School System

Direct Reports: Division of Organizational Development, Due Process, Security, Office of Professional Development, Triangle Leadership Academy, Internal Audit, and Magnet Schools

July 2006 – December 2011

- Organized the work of the Superintendent's Leadership Team on behalf of the Superintendent and Board of Education (Coordinated activities of the Wake County Board of Education including Board meetings, committee meetings, work sessions, retreats, appeal hearings, Board advisory councils, and meetings with other elected officials)
- Served as staff contact for Board of Education on Policy Committee and Facilities Committee
- Conducted investigations as directed by the Superintendent and Board of Education
- Served as budget manager for the Superintendent's Office and the Board of Education
- Maintained information related to accreditation
- Planned and implemented internal activities of the Superintendent including meetings with principals and central services administrators
- Developed and maintained method for reporting annual performance goals to Board of Education
- Developed and maintained process for system-wide strategic planning, including central services
- Represented the Superintendent for numerous events
- Served as District-wide Annual Campaign Coordinator for United Way of the Greater Triangle
- Coordinated university MSA and EdD district cohorts

SENIOR DIRECTOR

Wake County Public School System

Office of Continuous Improvement and Professional Development

December 2003 – June 2006

Reason for Leaving: Promotion to Chief of Staff

- Worked with stakeholders to plan, develop, and provide district-wide professional development including leadership development, technology, finance, diversity, school improvement, and instruction
- Worked with district leadership to provide new employee induction
- Planned and coordinated training for school-based staff development coordinators
- Coordinated week-long, district-wide Continuous Improvement Conference intended to provide annual focus for all district certified staff
- Researched and implemented the School Improvement Planning process utilized by the district; worked with IT to develop online School Improvement Forms
- Maintained district-wide electronic registrar
- Responsible for the coordination of licensure renewal for certified employees
- Served as budget manager
- Served as building manager for the professional development center

PRINCIPAL

Wake County Public School System

Lockhart Elementary School (Title I)

March 1999 – December 2003

- Recognized as *School of Excellence* for High Growth; increased student achievement from approximately 60% to 98.4%
- Recognized among *Most Improved Schools in the State*
- Recognized as *National Title I School for Sustained Growth*
- Received *National Energy Savers Award* (3 years)
- Implemented Balanced Literacy
- Implemented inclusion model for Exceptional Children's Program
- Served as ESL Center for the district
- Received State Certification / Licenses for after-school and before-school daycare programs
- Presented to the North Carolina Legislative *Commission on Improving Achievement of Minority and At-Risk Students* (at their request)

PRINCIPAL
B.O. Barnes Elementary (Title I)

Wilson County Public School System
June 1998 – March 1999

- Recruited by district to lead conversion from K-2 to K-5 school
- Hired staff
- Identified needed curriculum materials, Organized materials
- Organized all classrooms
- Identified materials for media center and resource room
- Ensured staff received necessary training for conversion
- Added 3 self-contained EC classrooms

K-5 PROGRAM DIRECTOR
PRINCIPAL-South Greenville Elementary

Pitt County Schools
1995 – 1998

Principal – South Greenville Elementary (Title I)

- Recognized as 'School of Excellence,' Moved from low-performing school to 'School of Excellence' in one year (Recognition based on high growth)
- Recognized as State winner in *Odyssey of the Mind*
- Assisted in organization of *Renzulli School-wide Model*
- Organized schedules to allow for blocks of time devoted to remediation/enrichment
- Started violin program
- Served as location for 5 Self-Contained EC Classrooms
- Developed data sheets for assisting parents in understanding their child's performance,
- Developed parent outreach program
- Worked with Boys' and Girls' Club to expand before-school and after-school programs, summer programs, and community activities (Located beside the school)

K-5 Program Director/District Accreditation

- Implemented and provided training related to use of data, which was adopted by district
- Developed contracts and data sheets to assist parents in understanding achievement of their children
- Developed curriculum guides and guides for parents/guardians in understanding curriculum
- Provided professional development to schools in areas related to curriculum, school improvement, instructional standards, use of data, and district initiatives
- Developed and initiated process for implementation of Standards-Based Assessment, K-2 and 3-5; revised report cards
- Facilitated Elementary Principals' meetings
- Facilitated accreditation process through AdvancEd

PRINCIPAL/ASSISTANT PRINCIPAL/COUNSELOR/TEACHER

Wilson County Schools
1978 – 1995

Principal
Winstead Elementary (Title I)

- Received recognition as first school within district to become '*School of Excellence*' based on high student growth; Moved from lowest performing in district
- Implemented *STAR Reading Program*, National Program (Differentiated instruction modeled after guided reading)
- Assisted in implementation of Reading Recovery
- Conducted book-drive in order to provide all students with personal books
- Converted school from targeted assistance to school-wide Title I
- Implemented Pay-for-Performance
- Developed Parent Outreach Efforts including holding parent meetings and PTO meetings in community
- Renewed accreditation through AdvancEd
- Developed safety plans, emergency plans to address concerns within community
- Initiated program to develop partnerships with the community for the purpose of increasing student incentives, mentors for students, volunteers, etc.
- Initiated Parent-Teacher Organization
- Initiated school beautification project; Received several grants and donations from business community to support this initiative

Principal

Stantonsburg Elementary (Title I)

- Increased proficiency and growth in reading and math, surpassing the district average
- Received initial accreditation through AdvancEd
- Implemented Socratic Seminars
- Implemented first after-school and before-school programs within the district
- Worked with community to increase partnerships from businesses and community organizations (support for student incentives, volunteers, mentors, etc.)

Assistant Principal

Wells Elementary

- Organized and implemented counseling program
- Assigned instructional responsibilities including professional development, observations, evaluations
- Assigned responsibilities related to management including maintaining bus schedules and routes

Principal (Interim) – Vinson Bynum

- Recognized Among Top 10 Middle Schools in the State
- Led conversion from middle school to elementary school
- Assisted in reassignment of teachers
- Exceeded state performance in student achievement

Counselor – Vinson-Bynum/Winstead (Title I)

- Selected as one of two counselors to pilot middle school counseling program for the district
- Assisted district in providing updates to DPI as needed
- Developed Advisor/Advisee Program
- Developed presentations for community
- Coordinated community services
- Administered Interest Inventories; Conducted individual conferences

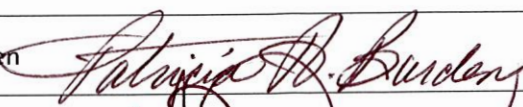

Middle School Teacher (Grades 6 & 7)

- Responsible for instruction in Social Studies, Language Arts, and Math

PROFESSIONAL AWARDS/ACTIVITIES

- *Pender Resource Center* renamed the *Herring-Cobb Resource Center* by Pender County Board of Education
- Completed *Next Generation Superintendents' Program* (NCSSA)
- Received the *Glatthorn Award* for Outstanding Dissertation (ECU)
- Surpassed the State and the Region in Student Performance (Pender County)
- Listed among top tier districts for student achievement in 2017 Public School Forum Annual Report (Pender Co.)
- Led the work of Pender County Schools in the approval of the 2014 Bond, which was the largest Bond approved by the citizens in the history of the district
- Received numerous grants including 21 Century Grants, Science grant with NCSU in partnership with Wake and Alamance Counties, Panasonic Grant with ECU and four other district (Respond to Equity Issues)
- Accepted the *Learning Team Award* on behalf of district from the National Commission on Teaching and America's Future (Wake Co.)
- Developed modules and provided training for administrators for the revised North Carolina Teaching Standards
- Developed Wake County Institute for Teacher Leaders
- Developed and assisted in implementation of Superintendent's Summits
- Recognized among *Top 25 Most Improved Schools* in the State; *National Title I School for Sustained Growth* (Lockhart Elementary)
- Presented to the North Carolina Legislative Commission for *Improving Student Achievement for Minority and At-Risk Students* (at their request)
- Named Finalist for Wake County Principal of the Year and Finalist for Wilson County Principal of the Year
- Completed Principals' Executive Program at UNC-Chapel Hill; received *Top Academic Award*
- Current or past memberships:
 - Southeast Educational Foundation, North Carolina Association of School Superintendents, Delta Kappa Gamma, Wake County Principals'/Assistant Principals' Association, Wilson County Principals'/Assistant Principals' Association (Served as President and Vice President), Association of Supervision and Curriculum Development, North Carolina Association of School Administrators, International Reading Association, National Staff Development Council, NCAE (Elected to serve as delegate to State Convention for two years)
- Served on numerous committees including Closing the Achievement Gap, Harriet Webster Task Force, AP Allotment Committee, Textbook Adoption, Assessment Review Committee, District Data Team

**NC Department of Public Instruction
Restart School Application**

| | |
|--|--|
| School District: | Wayne County Public Schools |
| School District Board Chair Signature: | Patricia A. Burden  |
| Superintendent Signature: | Dr. Michael J. Dunsmore  |
| Approval Date of Restart Model by local school board: | 10/30/2018 |
| Date to open as a Restart School: | Other: 2018-2019 school year (Effective Immediately) |
| Application Contact: | Name: Tamara Berman Ishee Email Address: tamaraishee@wcps.org Phone Number: 919-705-6173 |

| | |
|---|---|
| School for Restart Model: | Carver Heights Elementary School |
| School Code (6 digits): | 960318 |
| Mailing Address: | 411 Bunche Drive, Goldsboro, NC 27530 |
| School Website: | http://www.waynecountyschools.org/Carverheightselementary_home.aspx |
| Current Principal: | Cortrina Smith |
| Restart School Principal: <i>If educational management organization, see below.</i> | Dr. Patrice Faison – NC Principal of the Year 2012 |

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: *Provide attachment as necessary.*

The rationale for Carver Heights Elementary applying for Restart School status is to provide the school with the legal flexibility to allow administration to better leverage wider community resources, and to bring all stakeholders more fully into the work of turning around the school. Carver Heights has historically been and is a Community School. The Goldsboro Housing Authority, Goldsboro Chapter of the NAACP, multiple area churches, the local Chamber of Commerce, Communities Supporting Schools, Goldsboro Pediatrics, and other major community entities have partnered with and support the school. The economic interests of the city of Goldsboro—including the continued longevity of Seymour Johnson Air Force Base (SJAFB) as a military installation in the city of Goldsboro—depend very much on the success of Carver Heights, and other Goldsboro schools. In short, as much as Carver Heights needs the community, the community needs Carver Heights to succeed.

NC Department of Public Instruction Restart School Application

Carver Heights Elementary is part of the Central Attendance Zone in Goldsboro, where a large number of high school graduates choose to remain after graduation or return after pursuing career opportunities or higher education elsewhere. Wayne County Public Schools graduates drive the economy, business, industry, and progress in the city and county. The Carver Heights Elementary School community and stakeholders are committed to renewal and success of Carver Heights as a Restart School and the governance and operation of the school by Wayne County.

Specific Reasons for the Restart School Application:

- Address the school's low-performing status with charter-like exemptions from state laws regarding school funding, calendar, licensure, and curriculum. Improve student proficiency which demands the implementation of an aggressive turnaround effort with a comprehensive approach that includes a dynamic school administration, federal School Improvement Grant (SIG), state Restart reform model, and strong community initiatives and partnerships, which includes: (1) New School Administration: In its second year of implementation, SIG implementation will include an entirely new school administration with a turnaround success track record to lead Carver Heights beginning this school year. This leadership team includes Dr. Patrice Faison, 2012 NC Principal of the Year, who will serve as principal, and former superintendent, Dr. Terri Cobb will serve as the SIG Coordinator; (2) "Master Teacher" Staff Members. Master Teachers will provide coaching and support for beginning teachers and will receive additional compensation (stipends) under the SIG; (3) Wrap-Around Services. WCPS will provide wrap-around services to Carver Heights to assist with the selection and implementation of instructional models based on student needs, professional development designed to build instructional capacity, effective use of district pacing guides, and continuous use of data to inform and differentiate instruction.
- Promote a dynamic and collaborative culture among students, staff, and the community that better prepares students for middle and high school.
- Provide students with diverse and engaging experiential learning opportunities.
- Collaborate with The Innovation Project (TIP) to provide professional development for administrators and teachers.
- Expand and continue academic partnerships with community and government organizations, including Seymour Johnson Air Force Base, Communities Supporting Schools, the City of Goldsboro, and Wayne County.

Overarching Goals of Restart School:

1. Exceed growth and exit "Low-Performing" status.
2. Better address students' overall well-being and readiness to learn, including social-emotional, cultural, and mental health needs.
3. Improve student attendance at every grade level.

**NC Department of Public Instruction
Restart School Application**

| EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) | |
|--|---|
| Will the school be operated by an EMO? | |
| yes <input checked="" type="checkbox"/> no | If yes, describe in detail the review process for selection of the EMO: <i>Provide attachment as necessary.</i> |

| CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION | | |
|--|---------------------------------------|---|
| As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores. | | |
| School Year: 2015-2016 | School Performance Grade: F | School Performance Growth Score: 72.6 |
| School Year: 2016-2017 | School Performance Grade: F | School Performance Growth Score: 56.8 |
| School Year: 2017-2018 | School Performance Grade: F | School Performance Growth Score: 59.8 |

| SCHOOL DEMOGRAPHIC PROFILE | | | | | | | | | |
|--|------|------|------|------|-------|------|------|------|------|
| <i>Follow NC Report Card format</i> | | | | | | | | | |
| <i>Grade proficient by grade level and subgroup for previous two school years.</i> | | | | | | | | | |
| <i>For example, "For school year 2013-14 and school year 2014-15."</i> | | | | | | | | | |
| For school year 2016-2017 and school year 2017-2018: | | | | | | | | | |
| 2016-2017 | | | | | | | | | |
| Measure | ALL | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | |
| EOG Grade 3 | 26.7 | 25.6 | 36.4 | 41.7 | 16.7 | 27.2 | 37.5 | 7.1 | |
| EOG Grade 4 | 20.3 | 19.6 | 17.9 | * | * | 20.1 | * | <5 | |
| EOG Grade 5 | 26.8 | 26.7 | 38.1 | 16.7 | * | 25.1 | * | 17.4 | |
| 2017-2018 | | | | | | | | | |
| Measure | ALL | BLCK | HISP | MULT | WHITE | EDS | ELS | SWD | HMS |
| EOG Grade 3 | 22.8 | 22.8 | 18.8 | * | * | 20.7 | 18.8 | 7.8 | * |
| EOG Grade 4 | 15.8 | 13.9 | 42.9 | * | 14.3 | 15.6 | 28.6 | 8.0 | 16.7 |
| EOG Grade 5 | 17.1 | 15.7 | 15.4 | * | * | 16.6 | 20.8 | 5.3 | * |

**NC Department of Public Instruction
Restart School Application**

| SCHOOL IMPROVEMENT PLAN | PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL |
|---|---|
| <p>Date approved by the local Board of Education: SIP in NCSTAR was last approved by local Board on November 6, 2017. Updated NCSTAR SIP will be reviewed and approved by local Board on November 26, 2018.</p> | <p>Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1): Local Low Performing Plan is included as an artifact in NCSTAR.</p> |
| <p>Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): SIP was last submitted to State Board November 7, 2017. Revised SIP will be submitted in NCSTAR to the State Board by December 5, 2018 deadline, pending local Board approval.</p> | <p>Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1): Local Low Performing Plan is included as an artifact in NCSTAR.</p> |
| <p><i>Attach School Improvement Plan.</i></p> <p>http://www.waynecountyschools.org/SchoolDistrictImprovementPlans.aspx</p> | <p><i>See link to official School Improvement Plan (to the left of this box). Carver Heights also has an extensive School Improvement Grant Plan on file with the state/NCDPI, and an additional local Professional Development and Improvement Action Plan that includes, but is not limited to: Introduction of Master Teacher Leaders at every grade level; Support with data analysis; Joint classroom walkthroughs; math and ELA content coaching and PD for teachers; Support with pacing and lesson planning in science. SIP is regularly modified and updated to reflect needs that are informed by data and student/teacher performance.</i></p> |
| <p>Exemptions from Law Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.</p> | |

NC Department of Public Instruction Restart School Application

Specific exemptions from law under the Restart Model that we will implement are:

- Calendar flexibility – WCPS plans to lengthen the school year to 185 days for CHES students by 2019-20. In addition we plan to add 45 minutes to the school day now (2018-19 school year) to incorporate daily professional development for staff and offer increased instructional time for students.
 1. ***School day start/end time flexibility*** --- WCPS seeks to provide administrators and teachers with professional development teams and additional planning periods to address concerns noted in DPI's Comprehensive Needs Assessment and to meet goals outlined in the School Improvement Plan.
 2. ***Staff Days*** --- WCPS seeks flexibility to provide staff additional opportunities for professional development and training, outside of the regular school day, for additional compensation.
- Licensure flexibility – Locally, WCPS has access to highly skilled individuals, many of whom are members of the military. These community members have special skillsets (e.g., foreign language speakers, trade, and industry specialists), but we are unable to utilize them as classroom teachers because of licensure restrictions. WCPS seeks to recruit these working professionals, specifically in STEM areas, to provide students with greater access to career and educational opportunities.
- Budget flexibility – Budget flexibility will enable Carver Heights to pay Master Teachers at each grade level an additional stipend to coach and mentor other teachers and assist with grade-level and classroom planning. To retain the stipend, Master Teachers must exceed growth. Budget flexibility will also support enrichment experiences for students, costs for ongoing professional development, and targeted mental health support for students.
- Curriculum flexibility
 1. Use and incorporate innovative pedagogical methods that are not time-limited for each core content area.
 2. Use of formative assessments that provide data necessary to inform instruction and target the specific needs of the school.

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

NC Department of Public Instruction Restart School Application

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Resolution seeking North Carolina Board of Education support for approval of a Carver Heights Elementary Restart application and keeping Carver Height Elementary under Wayne County Public Schools responsibility:

WHEREAS, the Wayne County Board of Education and Wayne County Public Schools holds high expectations for all students and makes every effort to provide the necessary supports to every school to help ensure student success; and

WHEREAS, since 2016, Wayne County Public Schools (WCPS) has removed four schools from the State's Low Performing list and has improved the performance of six other schools currently on the list, demonstrating that the district has a track record for improving struggling schools; and

WHEREAS, Carver Heights Elementary is one of two Apple ConnectED schools in North Carolina to offer a comprehensive 1:1 technology solution for every student and teacher, including Apple hardware, software, and services; professional development, increasing student access to technology within the attendance zone from 35% to 100%; and

WHEREAS, in 2016-17 WCPS implemented a School Regrouping Plan, as a part of the district's strategic transformation efforts, which migrated all grades 3-5 students from North Drive Elementary, School Street Elementary, and Dillard Middle to Carver Heights Elementary; and

WHEREAS, through the School Regrouping Plan, all students, grades K-2, from School Street Elementary and Carver Heights Elementary were moved to North Drive Elementary to take part in an Early Literacy Focus before moving on to Carver Heights Elementary; and

WHEREAS, in 2016, Carver Heights Elementary was awarded a \$1.3 million federal School Improvement Grant to implement a Transformation Intervention Model, for which the school is just beginning its second year of implementation; and

WHEREAS, despite ongoing school transformation efforts, the North Carolina Innovative School District (ISD) is recommending the North Carolina State Board of Education select Carver Heights Elementary be taken over by the ISD beginning in the 2019-2020 school year; and

WHEREAS, North Carolina General Statute § 115C-75.7 requires that the North Carolina State Board of Education approve the ISD takeover of a school based on an analysis of performance over the most recent three-year period, yet Carver Heights Elementary school has only two years of comparable data under its current configuration; and

WHEREAS, the ISD lacks both a comprehensive evaluation process and its own evaluative tools, and appears to be presenting, inaccurate and/or misleading information to the North Carolina State Board of Education in its recommendation for taking over Carver Heights Elementary; and

WHEREAS, the ISD has failed to effectively engage and inform Carver Heights Elementary parents by only giving parents three days' notice (over a weekend) and holding the information session of the meeting at 5:00 p.m., making it difficult for working families to attend; and

WHEREAS, the ISD has no track record for innovation and school turnaround and has yet to offer a comprehensive plan for how it will support student achievement at Carver Heights Elementary and has publicly stated that it will evaluate the school in the coming months in order to develop any strategies; and

WHEREAS, if transferred to the ISD, Carver Heights Elementary will be operated by a private company with no accountability to the Wayne County taxpayers; and

WHEREAS, the ISD's actions have been demoralizing, have sown chaos, scared teachers and staff, and through the ISD's "plan" will keep the school in a holding pattern for the next eight months until a private operator takes over the school; and

WHEREAS, the Wayne County Board of Education and Wayne County Public Schools recognize that any meaningful reform efforts must take place now, and that necessary changes at Carver Heights Elementary will occur immediately through the district's comprehensive improvement and Restart plans;

NOW THEREFORE, BE IT RESOLVED, that the Wayne County Board of Education fully supports the district Restart efforts, to include utilizing school turnaround experts in administrative roles at Carver Heights Elementary who have a proven track record for improving Low Performing schools in North Carolina; and

BE IT FURTHER RESOLVED, that the Wayne County Board of Education is asking the North Carolina State Board of Education to approve the Restart Application for Carver Heights Elementary as the more viable option over ISD takeover for increasing student achievement; and

BE IT FURTHER RESOLVED, that the Wayne County Board of Education hereby declares its intent to oppose in every possible manner and by all legal means the forced takeover of Carver Heights Elementary School by the ISD; and

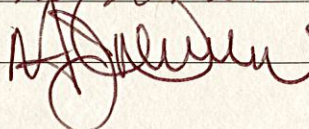
BE IT FURTHER RESOLVED, that a copy of this Resolution be sent to the North Carolina State Board of Education, the North Carolina Innovative School District, and the Wayne County Board of Commissioners.

Dated this 30th day of October in the year 2018

Patricia A. Burden, Board Chair

 Date 10-30-18

Michael J. Dunsmore, Secretary to the Board

 Date 10-30-18

