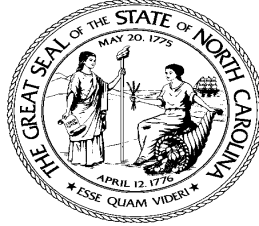


**February 6, 2019  
State Board of  
Education  
Meeting Minutes**



**State Board of Education Vision:** Every public school student would graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

**State Board of Education Mission:** The State Board of Education would use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

**Attendees**

**Voting Members**

Eric Davis, Chairman, Member at Large  
Wayne McDevitt, Western Education Region  
Patricia Willoughby, Member at Large  
Dr. Olivia Oxendine, Sandhills Education Region  
Todd Chasteen, Northwest Education Region  
Amy White, North Central Education Region  
Alan Duncan, Vice Chairman, Piedmont-Triad Education Region  
JB Buxton, Member at Large  
James Ford, Southwest Education Region

**Non-Voting Members**

Mark Johnson, State Superintendent of Public Instruction, Chief Administrative Officer, and Secretary to the Board  
Lisa Godwin, Burroughs Wellcome Fund NC Teacher of the Year Advisor  
Tabari Wallace, NC Wells Fargo Principal of the Year Advisor

I. 10:00 AM -- Monthly Meeting of the North Carolina State Board of Education

A. Call to Order

1. Chairman Eric Davis

- Chairman Davis called the State Board of Education (SBE) meeting to order. He welcomed all to the February 6, 2019, meeting of the North Carolina State Board of Education.
- Chairman Davis noted that this month the Board has a full agenda and looked forward to receiving information from the Superintendent, staff and other presenters as they continued discussions on literacy, testing, business partnerships, the EY Implementation Plan and next

steps with the strategic plan.

- These discussions were important as they inform the policy decisions and needed changes to the strategic plan. Most importantly, the discussions inform our public and make clear the State Board of Education and DPI priorities to stakeholders. The Board appreciates the time and preparation each month to make these meetings successful.
- Chairman Davis welcomed, Board members and advisors, staff, onsite visitors and online listeners, and Twitter followers.
- For our visitors and those listening online, today's agenda involves our Board committee sessions, and tomorrow's agenda is the official meeting when the Board would vote on its Action items.
- Chairman Davis read the Ethics Statement that is required in compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act. He reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.
- Mr. Buxton recused himself from EICS 8 – Hope Charter and PAVE SE Raleigh's Requests to Adopt an Articulation Agreement.

B. Approval of the Agenda for February 2019

1. February 6 - 7, 2019

- Chairman Davis asked for a motion to approve the February 6-7, 2019 agenda.
- He asked Dr. Townsend-Smith to call the roll to capture the vote.

Motion made by: Amy White

Motion seconded by: Todd Chasteen

Voting

Eric Davis - Yes

Wayne McDevitt - Yes

Patricia Willoughby - Yes

Dr. Olivia Oxendine - Yes

Todd Chasteen - Yes

Amy White - Yes

Alan Duncan - Yes

JB Buxton - Yes

James Ford - Not Present

## II. ACTION AND DISCUSSION AGENDA COMMITTEE REPORTS

## A. 10:05 AM -- STUDENT LEARNING AND ACHIEVEMENT COMMITTEE (Mr. JB Buxton, Chair and Dr. Olivia Holmes Oxendine, Vice Chair)

- Chairman Davis recognized Mr. J.B. Buxton for the Student Learning and Achievement Committee.
- Mr. Buxton asked that the Issues Session items be moved to the top of the agenda.
- Chairman Davis noted so ordered.

## 4. Issues Session

- Mr. Buxton commented on the broader context of reading achievement in the North Carolina.
- He noted that some of our key initiatives, including Read to Achieve, were a clear and stated priority by the General Assembly, State Board of Education, NCDPI and a lot of our partners.
- Mr. Buxton shared that in the past month in an Education Week article, North Carolina's chances for success with reading for students indicated that NC sits about 30th in the country. This indicated that our student perform below average as they move out beyond high school or into the workforce. When looking at it from post-secondary participation or earnings in a family's sustaining wage, we have challenges.
- Mr. Buxton noted three topics to be presented.
  - a. WolfPack Works
  - b. NC Education Foundation
  - c. ExcelinEd
  - d. WolfPack Works
    - Mr. Buxton recognized Dr. Jill Grifenhagen, and Ms. Anne Harrington (NC State University, College of Education) to present this item.
    - Dr. Grifenhagen stated that WolfPack Works is a collaboration between our College of Education Literacy faculty and the Department of Public Instruction. Their goal was to help improve the results of Read to Achieve by focusing on the kindergarten through second grade years with an emphasis on early literacy instruction. She shared that WolfPack Works has a literacy pilot initiative to support beginning teachers in grades K – 2 that in school districts with the highest need.
    - She shared the 16 school districts they were currently partnering with, many of which were clustered in the Northeastern part of the State. These districts were identified based on historical data on third grade reading performance. They are supporting about 160 beginning teachers in these districts who serve approximately 3000 K-2 students.
    - There is a three-pronged approach to this intensive induction support using the following: Blended professional development, Resources, and Coaching.
    - Ms. Harrington talked about the focus and use of 10 evidence-based early literacy practices. Those literacy practices were:

1. Organizing and managing the literacy environment to build classroom community and maximize instructional time
  2. Fostering literacy engagement and motivation to deliberately promote the joy of reading and writing
  3. Reading aloud a variety of high-quality books and other materials for a range of purposes
  4. Providing explicit instruction and guided application in phonological awareness and word identification skills and strategies
  5. Observing and assessing language and literacy development to inform and differentiate instruction based on students' strengths and needs
  6. Immersing students in a literacy environment that includes abundant reading materials and ample opportunities to read the connected text to promote fluent reading
  7. Building vocabulary and content knowledge through intentional and ambitious efforts
  8. Teaching students how to comprehend increasingly complex narratives and informational texts
  9. Creating daily opportunities for students to write for a variety of purposes and audiences throughout the day
  10. Collaborating with families to promote literacy across home and school contexts
- Dr. Jill Grifenhagen shared a brief video to give the Board insight into a WolfPack Works classroom.
  - Dr. Oxendine inquired about their plans to expand to other regions of the state. Dr. Grifenhagen replied that districts were identified based on their low performing designation. She added that they were thinking about building capacity and a teacher leadership pipeline. Dr. Oxendine wanted to know about the diversity spectrum. Dr. Grifenhagen replied that all the districts were diverse in different ways (language, socio-economic status, and race and ethnicity).
  - Ms. Willoughby asked about resources and if they were available across the state. Dr. Grifenhagen replied that they were creating more expansive resources to reach all teachers. Ms. Willoughby asked about the initial funding. Dr. Grifengagen replied that WolfPack Works initially received one-year funding. Dr. Shue added that currently there is funding for a three-year rollout with a yearly evaluation. Ms. Willoughby commented about what happens when there is pre-K. Hopefully, this program will include that in some of this data they have collected. Dr. Shue stated lessons learned in how they can support pre-K to create a stronger alignment.
  - Mr. Ford asked if the Dibbles data played a part in the K-2 teachers training/evaluation. Dr. Grifenhagen replied that Dibbles is a big part of the collected data, Mr. Ford asked about the ability of students to be able to read words and comprehend at a certain speed. Mr. Ford wanted to know if K-2 teachers received instruction on implementing interventions. Dr. Grifenhagen replied yes, adding that they take a comprehensive perspective to literacy instruction where they focus on the five pillars (scientifically-based reading research, evidenced-based reading instruction combined with the structures of effective reading).
  - Ms. Godwin asked how they were reaching out to the families and including them in the process. Dr. Grifenhagen responded that they build capacity with beginning teachers and share what the families were doing at home, i.e., home language, family literacy practices, and value that.
  - Superintendent Johnson commented that this is not a program that might grab many headlines, adding that this program was one of the things that he was most proud of that has happened at DPI over the last two years. He thanked Dr. Pam Shue, Ms. Chloe Gossage, and Ms. Lindsey Wakely. These individuals found funding that was

not being used and repurposed it for this program. WolfPack Works has been a true partnership with DPI and he is excited that a model was built out that could be scaled across the state to address challenges that teachers were having with reading instruction in the early years. Superintendent Johnson shared that he was excited to see the results after this first year. He thanked the presenters for producing the video and added that they could count on him to try to expand this program.

- Mr. McDevitt followed up on the program's expansion and funding. He wanted to know who conducted professional development. Dr. Grifenhagen answered that the districts provided training for all the teachers and the necessary materials deliver the M-Class or Dibbles assessment through the iPads. Almost half of the teachers they were working with were lateral entry in these districts.
- Mr. McDevitt asked about the plan to distribute the remaining iPads and wanted to know the exact number left. Superintendent Johnson replied that he did not have the exact number; however, it was in the low thousands.
- Superintendent Johnson noted that they were able to use government efficiencies by using an already existing state convenience contract. He pointed out that some districts preferred to use Google Chromebooks. There are some iPads left in the warehouse that will go out to districts in a strategic way as they begin to implement personalized learning. They hoped to distribute the iPads in the spring after more announcements about some exciting initiatives with personalized learning to close any gaps they have with the technology. Through the Read to Achieve program, every K-2 reading teacher is allotted two devices from the State. There is high-speed internet in every classroom now. Mr. McDevitt asked if the iPads needed repurposing from Read to Achieve. Superintendent Johnson replied no, the iPads were purchased with funds meant to support early childhood education.
- Mr. Buxton reminded the Board that they wanted to identify these key areas from this presentation:
  1. Interventionist
  2. Reading coaches
  3. Interventionists with students
  4. Strong structural materials including books for students
  5. Evidenced-based instruction focused on what they know works
  6. Creating strong instructional systems in districts to support beginning teachers and lateral entry teachers
  7. Expansion

e. NC Education Foundation

- Ms. Mandy Ableidinger was recognized to present this item.
- She shared that reading at grade-level by the end of grade three is a key milestone.
- Addressing these challenges and increasing reading proficiency requires that we begin with our babies.
- She focused on why birth to eighth grade. It is the most rapid period of development in human life happens from birth to eight. Brain development during that time lays the foundation for everything that comes after. Brains are built, not born.
- Each child can have the opportunity to be on track by third grade with aligned state and local policies and practices rooted in child development.

- NC Voters understand this, adding that in a bipartisan poll, 80% of all parties say that early education should be a higher priority than reducing business taxes in the state.
- The NC Pathways to grade-level reading initiative was established to answer some of these questions: What would happen if we all started measuring the same things? What would happen if we built our strategies and policies based on how children's brain develop and all moving in the same direction. NC Pathways is an initiative of the NC Early Childhood Foundation in close collaboration with Smart Start, Best NC, and NC Child. The main driving factor behind NC Pathways is its' cross-sector approach.
- Pathway uses three phases:
  - Phase 1: Data Action Item - What do we need to measure to know children are on a Pathway to Grade-Level Reading?
  - Phase 2: Learning Teams - How is NC doing on those measures? Where should we focus as a state?
  - Phase 3: Design Teams - What should we do about it? What expectations should we hold for child and family systems and what actions should NC take to improve outcomes for children birth-through-age-eight and their families?
- Recommended actions:
  - Address racial, ethnic, socioeconomic, and ability inequities
  - Determine if data and research-driven was informed by developmental science
  - Address the whole child and family
  - Address critical gaps in our system
- Prepare Schools to Teach Every Child
  - Hire sufficient support staff—counselors, psychologists, nurses, social workers, literacy coaches, family advocates
  - Ensure accountability systems, assessments and standards and curricula are cultural- and linguistically-relevant so that every child and family feel they belong
  - Develop linked and intentional strategies across schools and districts to engage and learn from families
  - Set intentional strategic goals for racial equity
  - Eliminate or minimize suspension and expulsion in early education in the early grades
- Prepare Children for Success in Kindergarten (0-5 recommendations)
  - Expand child care subsidies for birth-through-five children, raise subsidy rates and provide higher rates in underserved communities
  - Screen babies and toddlers and connect them to appropriate two generation services like home visiting
  - Increase access to high-quality infant and toddler child care
  - Increase standards and compensation for birth-through-five educators
  - Invest in full-day, full-year preschool for the most at-risk children, including wrap-around services
- Eliminate Barriers to Expanding NC Pre-K
  - From the recent National Institute for Early Education Research (NIEER) report, Barriers to Expansion of NC Pre-K:
  - Target expansion based on need waiting lists.”

- Incentivize high quality early education centers to participate
  - Raise base reimbursement rate to support high-quality
  - Offer start-up grants
  - Use county-specific supplements to address specific barriers
  - Support private classrooms to achieve educator pay parity with public school classrooms
  - Increase percentage allowed for administrative costs
  - Blend Pre-K and subsidy dollars to better serve children
  - Allocate Pre-K dollars through the public school allocation formula to better blend federal, state and local funding and leverage non-state dollars
- Ms. Ableidinger encouraged the Board to endorse the pathways of North Carolina.
  - Superintendent Johnson thanked NC Pathways and added that he was happy to see them involved with the My NC Future Commission. He also noted that they need to bring in pre-school into the fold when talking about leadership.
  - Mr. Ford commented about the cross-sector inter-disciplinary approach to the way they addressed Pre-K. With this work NC Pathways had intentionally broken up silos and he was excited about the willingness to call out systemic racism, socio-economic status, all as parts of the greater whole. Mr. Ford added that this stands out as an example for how we along with other sectors can help to create frameworks to make lasting change.
  - Ms. Ableidinger noted that the racial equity focus was raised by the hundreds of people who participated as the most critical part of the process.
  - Ms. Willoughby commented that slide 11 says that 80% of early education should be a priority over reducing business taxes in the state. This slide should become a billboard.
  - Mr. Duncan commented about the lack of compensation for pre-K educators and the brain science development shows ages 0-3 were critical and impactful.
  - Mr. Wallace applauded their efforts and verbiage used in the presentation. The best way to close the gap is never to let one form.
  - Ms. Godwin thanked her for including the portion about the brain and its development and how 0-8 years old as the target years where they need to invest resources and training to get kids ready for reading.
  - Chairman Davis commented to her to take back to the Foundation the Board's full and absolute support and endorsement of every aspect of this plan. The Board would like to be your partner and work to accomplish this plan.

f. **ExcellinEd**

- Ms. Cari Miller was recognized to present this item.
- Ms. Miller talked about the Read to Achieve landscape nationwide. Many states are in the process of passing Read to Achieve legislation.
- She stated that Read to Achieve was created in North Carolina for:
  - Early identification
  - Intensive reading intervention happens K-3
  - Retention as a last resort
- Reading is both an education and an economic problem.
- Thirty-six states have adopted comprehensive K-3 reading policies in some form and NC is one of those states which has adopted a comprehensive reading policy.

- The impact of K-3 reading policy - Eight states (AZ, IN, OH, MS, NC, OK, CO, FL) who have adopted a comprehensive K-3 reading policy made greater improvements than states without such policy. Mississippi and Florida had the most significant impact on student achievement since the enactment of their policy.
- She provided research specific to Florida's policy and its retained students. The research was provided to outline how the retained students fair as they progress grade to grade moving forward at the retained year. The research yielded the following:
  - Significant learning gains in the early grades
  - A reduction in retentions in later grades
  - Retained kids, when compared to similar promoted kids, take fewer remediation courses in high school and graduate with a higher GPA
  - Retained kids have a higher probability of graduating with a regular diploma
- Ms. Miller stated that the National Assessment of Educational Progress (NAEP) data shows that K-3 reading policies help students advance. Eight states with comprehensive K-3 reading programs made more significant improvements than the average of states without such programs. She focused on Florida's NAEP results.
- Implementation Matters - Florida had key components for successful policy implementation which started with leadership.
  - Leadership - just read, Florida office
  - Funding (re-prioritizing)
  - Business/community partners
  - Extended learning opportunities (summer camps)
  - Statewide Assessment System(s)
  - Educator training through Florida Center for Reading Research (FCRR), 30 Regional coordinators and coaches (she encouraged that this one area to push to make sure that teachers have)
  - Scientifically based reading instruction and intervention
- She shared some results from the National Assessment of Educational Progress (NAEP): Florida is 4th in the nation for 4th grade reading performance.
- Implementation Matters - Mississippi: Key Components
  - Created Additional Offices to Support Implementation
    - Early Childhood Director
    - State Literacy Director (K-12)
    - Student Intervention Services Director (K-12)
  - Procured statewide literacy training – Language Essentials for Teachers of Reading and Spelling (LETRS) – for Early Childhood, K-3 Teachers, K-8 SPED Teachers & Elementary Principals
  - Provided Regional Literacy Trainings (Pre-K-12 teachers, administrators, support staff, etc.)
  - Reading coach model/supports for teachers
  - Supplied literacy resources to K-3 teachers and parents
  - Awarded \$3.8 million in literacy grants to 34 schools to improve literacy instruction
  - Launched Statewide Literacy Campaign: Strong Readers=Strong Leaders



- Fall of 2018 – increased communications through LBPA Communications Campaign Funding: Year 1 – \$9.5 million; Years 2-6 - \$15 million/year
- Boots on the Ground: Literacy Coach Recruitment 14 Educator in Residence (EIR) Model and talked about their pass rates.
- Mississippi 4th Grade Reading Performance on 2017 NAEP is 2nd in the nation for gains in 4th grade reading.
- Ensure teachers have the knowledge and skill to teach all students to read.
  - Teacher Supports
  - Teacher Candidate Preparation
- Ensure that students were provided individualized instruction based on their specific reading needs.
  - Individual Reading Plans
  - Summer Reading Camps
- Ensure standard for promotion is consistent across all measures. State Board of Education, Read to Achieve (RtA) Local Alternative Assessments 2016-2017 & the RtA Report to the General Assembly, Oct. 2017
  - Alternative Pathways for Promotion
- Florida focused on 4th Grade and beyond by creating an allocation
  - Comprehensive Reading Assessment System
  - Reading Coach support for low-performing schools
  - Content-Area Reading PD for all teachers serving struggling readers as indicated by scoring at the lowest two achievement levels on the state test.
- Mr. McDevitt asked where North Carolina was regarding these recommendations. Ms. Willoughby commented about needed clarity about the funding for WolfPack Works, summer reading camps, support staff, and professional development.
- Mr. Ford asked about the learning outcomes for the English Language Learners and the English as a Second Language (ESL) teacher impact. He commented that crafting a specific strategy for our English Language Learners as part of our Read to Achieve approach would be fruitful.
- Ms. Godwin commented that the ESL teachers were happy to hear that this has been included in the narrative and added that they need funding and support.
- Ms. White wanted to know how the NC standards were evaluated. Ms. Miller stated that they did not look at the NC standards, but it was something to explore. Ms. White wanted to know how the regional coaches would fit into the new model.
- Mr. Duncan wanted to know the reason white students was were not included on the 4th grade reading performance slide. Ms. Miller added that they should have included that information.
- Mr. Buxton summarized a running list of the issues raised by the Board:
  - Continuing questions about our K-12 reading policy
  - Funding structure of Read to Achieve
  - Summer Camps
  - Quality control with reading camps
  - Standards
  - Reading coach infrastructure for Florida and Mississippi

- Specific policies on intervention for policy practices were focused on specific needs
- Superintendent Johnson commented that he agreed with Ms. Willoughby on funding and looking back several years regarding the implementation of Read to Achieve adding that there may have been prior missteps.
- Mr. Buxton commented that this issue was essential to our General Assembly and it was imperative that the reading implementation was robust. He appreciates that Chairman Davis has asked Ms. Cecilia Holden to create an opportunity to talk with our education chairs in the House and Senate.

## 2. Action on First Reading

### a. SLA 1 – Revise Standards for Mathematics (4th Level)

- It is recommended that the State Board of Education approve the Mathematics content area to move forward with the revision process as outlined in SCOS-002.
- Ms. Christie Lynch Ebert presented this item.
- She provided an update on 4th Level Mathematics Standards Review and requested approval from the SBE to move forward with the revision process for these standards.
  - Exploration (Anticipated approval Summer 2019)
  - Installation 2019-20
- Implementation of the Mathematics standards would align with the 2020-21 assessments. She also shared the NC Stakeholders reviewing content standards for Math 1, 2 & 3 and discussed the research and evaluation timeframe for ongoing mathematics surveys and focus groups.
- Four recommendations based on data:
  - Modify the current Pre-calculus Course
  - Modify Discrete Mathematics – to connect to computer programming/coding standards (Discrete Mathematics for Computer Science)
  - Create an NC Math 4 course – include extended content in Algebra & Functions, Statistics & Probability, and other topics that extend from NC Math 1-3
  - Phase Out the Advanced Functions and Modeling (AFM) course – due to redundancy in course content found in Math 1-3

- Next steps – Anticipated approval Summer 2019 – Installation 2019-20 – Implementation with aligned assessments 2020-21.
- Dr. Oxendine requested a copy of the report referenced in the presentation on the study regarding the relationship between Math 4 and college entry math.

### b. SLA 2 – Revise Standards for Information and Technology (K-12)

- It is recommended that the State Board of Education approve the Information and Technology content area to move forward with the revision process as outlined in SCOS-000.
- Ms. Deborah Goodman provided an update on the state standards revisions for the Information and Technology Essential Standards (ITES.)

- She shared the timeline for exploration and implementation from the review phase to the revision phase.
- They surveyed media and technology directors - 76% respondents felt that ITES should be revised.
- Research showed that many states had adopted the 2016 International Society for Technology in Education standards for students.
- She talked about the NC Digital Learning Competencies which were adopted from the ITES has been an evolution of changes from 1998 to date.
- Current Information and Technology Essential Standards (ITES) do not specifically address:
  - Digital Citizenship (Social Media, Digital Footprint, Participating in a Global Online Community, etc.)
  - Blended Learning
  - 4 C's (Creativity, Collaboration, Critical Thinking & Communication)
- The committee also compared language from the tool and skill focused vs. Pedagogy and Learner Driven application of technology. The steering committee's recommendations included:
  - Revising current standards to reflect the skills needed today – adopting ISTE for NC – developing digital learning competencies aligned with the School Administrator and Classroom Teacher competencies
  - Providing an update on the standards process for Information & Technology Essential Standards
    - Requesting approval from the SBE to move forward with the revision process for these standards
    - Exploration (Anticipated approval Summer 2019)
    - Installation 2019-20
    - Implementation 2020-21

### 3. Action

- a. SLA 3 – State Board of Education Policy Amendment: Advanced Courses Satisfying Graduation Requirements (GRAD-008)
  - It is recommended that the State Board of Education approve this policy amendment to Advanced Courses Satisfying Graduation Requirements (GRAD-008).
  - This item had no changes since presented last month.
- b. SLA 4 – State Board of Education Policy Amendment: Course for Credit (CCRE-001) (Technical Correction)
  - Mr. Buxton stated that this item was on the consent agenda last month and the Board delayed action on this policy to have further discussion at its February meeting based on feedback from the field. Those questions were satisfied.
  - It is recommended that the SBE approve the technical corrections to the Course for Credit (CCRE-001) Board policy.

- No additional comments on this item.

#### 4. New Business

##### a. State Assessment Update

- No recommendation at this time.
- Superintendent Johnson thanked both Dr. Hall and Dr. Howard for all their help in making this possible. This was a very good first step. In talking about the next steps in personalized learning the testing changes will be a huge step in completely transforming our testing system. He has met with Jack Hoke, Executive Director of NC Superintendent Association, and they plan to dig into this with the local superintendents at the next quarterly meeting.
- Dr. Hall and Dr. Howard were recognized to present this item.
- Dr. Hall shared some immediate actions that could be taken so that the teachers and students will see the EOG in math for grades 3-8th reduced an hour. They will also see, an hour reduction in test time for the biology EOC and science EOG for grades 5 and 8. Going into next year, Dr. Hall noted there will also be an hour reduction in the ELA end of grade assessments. Dr. Hall outlined initiatives to reduce testing for North Carolina:
  - Reduce the length of required tests - Reduce the number of questions and review historical data on the actual time students need to take the online tests
  - Looking at how do they create conditions when testing is complete -
  - Reduce the stress at schools around testing time - Revising test administration guides: use of proctors a local decision, allow reviewing of testing strategies immediately before the test.
  - Looking at reducing locally required tests - Working with local leaders to identify assessments that were useful and contribute to educational planning
  - Pushing to eliminate tests not required by Washington, D.C. - Continue to review testing requirements with State decision makers.
  - Giving students other ways to show progress if they have a bad test day - Providing guidance to districts on how to consider other data beyond test scores and how to scale
  - Using the appropriate amount of technology as a tool for students and teachers to personalize learning and eliminate tests - Pursuing innovative methods for testing such as embedding assessments in instruction.
- Dr. Howard reminded the Board that in 2017, the State Board of Education adopted new content standards for Mathematics and English Language Arts/reading, requiring new assessments.
- Designing New Assessments
  - Must consider technical quality and statutory requirements
    - Validity: Are the tests measuring the specified grade level content (content validity)?
    - Reliability: Are the tests constructed with consistency and stability in measuring what it is intended to measure?
    - Classification Consistency: Are the reported academic achievement levels reliable with minimum standard error?

- Academic Achievement Levels' Scale Scores: Recommended for approval after standard setting occurs (August 2019) – Test-033 (End-of-Grade) – Test-036 (End-of-Course) – Test-037 (NCEExtend1).
- Dr. Howard discussed the factors in determining the number of items.
  - Consideration must be given to adequately covering the assessed content standards
  - A reliable report was needed on student performance by Academic Achievement Levels
- Number of items = proficiency level classification consistency - number of achievement levels.
- Designing New Assessments for the new mathematics assessments - a critical question was whether to have five or four Academic Achievement Levels.
  - The current assessments were initially set on four academic achievement levels
  - It was not possible to reduce the number of test items and maintain five levels
  - It was possible to reduce the number of test items and maintain technical quality and the 11 statutory requirements
- Ms. Willoughby asked how many items do you remove to get a one-hour reduction in testing on four levels rather than five? Dr. Howard replied that they look at the timing data on how long it takes students to complete the assessments.
- Superintendent Johnson commented that a lot of work has gone into this approach with the science assessment. A lot of this work started after listening to teachers, parents, and students. He added that he proctored an EOC exam last spring and saw the room for himself, the amount of time students had in between finishing and when they were able to get back to a normal school day.
- Mr. McDevitt asked what had changed from the last five years when DPI recommended five standards. Dr. Howard replied that they had the same feedback that the test was too long. Our responsibility is to always be mindful of where we were, and their first obligation is to do this in the most efficient, clean way. She added that it was very responsible for everyone involved to say can these tests be shorter and maintain the technical quality.
- Dr. Howard provided the implementation timeline and the academic achievement levels recommendation for each level and other options for names.
- Dr. Howard added that most tests would require less administration time.
- NC Math 1 and NC Math 3 timing data does not support reducing the number of items at this time.
- She also shared the number of items then and now and some background on the North Carolina Final Exams (NCFEs) noting that they were developed from a Race to the Top requirement.

- Currently, there are no state or federal statutes that requires NCFEs; however, NCFEs growth data may contribute to how districts approach the following:
  - § 115C-269.35: The State Board of Education’s evaluation of Educator Preparation Programs shall include “Proficiency and growth of student when available, EVAAS data shall be used to measure student proficiency and growth.”
  - § 115C-105.27: Requires that school improvement teams use student-level data (specifically EVAAS growth data) to inform their school improvement plans, conduct root cause analyses, and develop appropriate goals for improvement.
  - Though Standard 6 in the teacher evaluation process was eliminated, NCFE growth data may be used as an artifact for the evaluation process.
- Dr. Howard shared the number of teachers that have an EVAAS rating in grade 4 science and grade 5 social studies for the 2017-18 school year with NCFEs. It is a small number compared to the overall number of teachers getting EVAAS information.
- Mr. Buxton asked if these were the only final exams. Superintendent Johnson replied that it would just be these three final exams because these were grades where students were already taking another EOG. He stated this was over testing. There will be a handful of teachers who do not have EVAAS, but in the scheme of wanting to reduce testing, it is a good move. Superintendent Johnson added that in the broader conversation on NCFEs with the stakeholders and General Assembly and asked if they were getting the data they wanted with these tests. He provided an example of a high school history final exam noting that it was a reading assessment. Are we getting an accurate EVAAS score on the history teacher?
- Mr. Duncan asked if the group that studied this had comments relating to those issues. Superintendent Johnson replied no, they were just scratching the surface. This is a Board policy, and maybe an issues session can be the platform to dig into this topic. He also added that he would like to hear from local superintendents, as well as the General Assembly because it has growth information that they may want to see but is not required by law.
- Dr. Oxendine asked if they would be abandoning the concept of equity by having some teachers without a robust EVAAS rating. Dr. Howard replied that more discussion was needed.
- Dr. Hall added that it was also a dual conversation about equity for teachers and students and students having to take more assessments.
- Ms. Willoughby commented that this warrants a lot of transparency from the Board for discussion. It warrants input from the field, the department, and technical advisors. She added that it is about equity, serving every student and doing the right thing.
- Mr. Buxton suggested that they bring back to the Board the last three slides of this presentation.
- Mr. McDevitt commented that the Board could not decide on Board policy in a vacuum. What were we doing with the tests?

- Mr. Ford asked what is this designed to accomplish, and does it get to the root cause? Are we convening the teachers who teach those subjects? What is the sense of the teachers? We should revisit this later.
- Ms. Godwin asked about the levels through 5 - can there be a way to combine testing with project-based learning or some other means to assess our students. Moving away from the high-stakes testing and looking at the growth.
- Mr. Wallace commented that the scale score of 3 is a small mean. He noted his concerns. Specifically, when looking at that data, sometime that 3 is a savior also known as the "bubble kids."
- Superintendent Johnson commented that it was essential to have this conversation and get all the information, meanwhile; teachers and students are still testing. We need action.
- Mr. Duncan asked about this from a local school board's view. If there were any time studies and if so, he would like to have more information on that, as well as security issues relating to proctors.

B. 12:35 PM -- Lunch

C. 1:35 PM -- EDUCATOR STANDARDS AND PRACTICE COMMITTEE (Dr. Olivia Oxendine, Chair and Ms. Amy White, Vice Chair)

1. Action on First Reading

a. ES & P 1 – State of the Teaching Profession Report

- Dr. Chairman Davis recognized Dr. Olivia Oxendine for the Educator Standards and Practice Committee.
- Dr. Oxendine requested to adjust the ES&P agenda. Chairman Davis replied approved without objection.
- This item is being presented for Action on First Reading at the February 2019 SBE meeting.
- Dr. Tom Tomberlin was recognized to present this item.
- He shared the business rules used to determine the attrition rate for Board awareness of the calculation. Each year they look at March of one year to March of the following year, and then they look at all the teachers employed in the State that year.
- Attrition means a teacher was no longer in a North Carolina Public School. He also provided some trends from the 2015-16 reporting year to date. Rates were stable. The mobility rate was stable and low.
- He shared the attrition by years of experience for teachers. Higher attrition at the early part of the profession.
- He talked about teacher attrition by teacher category and noted an additional supplement to the board materials with a correction to the total number of

450 Teach for America (TFA) teachers. The TFA teachers are employed on time-limited contracts. For this report, TFA teachers were measured by a percentage of teachers before the contract ended.

- Dr. Tomberlin shared that lateral entry teachers were increasingly becoming a predominate pipeline resource for teachers in the state. He shared four major reasons for attrition by reason code:
  - Personal reasons
  - Initiated by LEA
  - Beyond control of LEA
  - Other reasons
- Ms. Willoughby asked about using the Teaching Working Condition (TWC) survey to collect attrition data in this report. Dr. Tomberlin replied it would be beneficial if teachers could report directly to the State anonymously their attrition reasons.
- He talked about attrition and teacher effectiveness differential in average EVAAS index scores for teachers who remained in and departed from employment in NC Public Schools (2017-18).
- Vacancy Rates for NC Schools. The first day of school and the 40th day of school were surveyed. These were not the same classrooms.
  - There were 103,631.3 teaching positions reported in NC LEAs for the 2017-18 school year.
  - Across the state, there were 1562.3 (1.5%) instructional vacancies on the 1st day of school.
  - Across the state, there were 1555.0 (1.5%) instructional vacancies on the 40th day of school.
- He also talked about vacancies by subject area with the highest being with elementary teachers K-5, core subjects (Math, ELA, Science, Social Studies).
- Mr. McDevitt asked if the controls on attrition by region code were the same as controls by attrition by reason. He wanted to know if unemployment rates in the urban areas were impacting these numbers. Dr. Tomberlin answered that might be true. He added that there were many districts in the west that demonstrate unusually low attrition rates.
- Mr. Ford asks if there was a reason this report goes from March to March. He wanted to know the specific leading indicators. Dr. Tomberlin noted that this report was defined by legislation and the data is consistent when presenting it to the Board from March to March each year. Dr. Tomberlin offered a potential issues session on any additional information.
- Mr. Duncan asked about getting data in terms of attrition rates on Title 1 schools, teachers of color, disaggregated by teachers leaving the profession, and the effects of global supplements.
- Dr. Oxendine asked that the Board makes a list concerns she could provide to Dr. Tomberlin.



b. ES & P 2 – SBE Policy Amendment – (New Policy): In Field/Out of Field – ESSA Federal Policy Removed from LICN-001

- Dr. Oxendine began with this item first noting that it would not move forward as Action on First Reading, but as a Discussion item. Chairman Davis approved without objection.
- The recommendation is for the SBE to approve the "New Policy" - In-Field and Out-of-Field as presented. Dr. Tomberlin shared that this was a designation by the federal government. Under Every Student Succeeds Act (ESSA) is defined as any teacher who is holding a provisional or an emergency permit or not licenses at all are considered out-of-field.
- There have been some questions from the fields' perspective as to whether they would categorize a provisional license as designated by Every Student Succeeds Act (ESSA.) A teacher who is certified in one area can add another licensure area provisionally. They are given five years to clear that license. He said that no language says the relatedness of the two licenses must be there for the Board to leverage this policy.
- If they take provisional licenses out-of-field designation, they would need to know that because our ESSA plan would have to be modified to reflect that change and then they could make that change in State Board policy.
- Dr. Tomberlin also noted that there was no consequence for a district to have a teacher designated as out-of-field.
- The policy as stated now must change, but with direction from the Board as to whether the Board would entertain removing provisional from the out-of-field designation.
- Ms. White asked based on the data presented earlier on the attrition rates, the field numbers, i.e., Exceptional Children, science, and math - Does that include teachers teaching out-of-field, i.e. warm bodies in classrooms as opposed to qualified certified teaching professionals certified to teach the subject in which the class they were charged to teach? Dr. Tomberlin restated for clarity if some of those vacancies could be a long-term sub, a provisional license teacher, or a permitted teacher? Ms. White responded yes or principal that needs to have a teacher in that classroom so that they have flexibility. Dr. Tomberlin replied that in the vacancy report, if you provisionally license a teacher and put them in your physics class, and you intended to keep them all year, that is not a vacancy. If you give a provisional license to your music teacher to hold that spot until you found someone, that is a vacancy. It goes to the intent of provisional licensing.

2. Discussion

a. ES & P 3 – SBE Policy Amendment - LICN-001: General Licensure Requirements: Licenses for Out-of-State Teachers

- Dr. Oxendine noted that this item would be presented for Discussion and not Action today. She stated that Professional Educator Preparation and Standards Commission (PEPSC) had more concerns and would like to have further discussion. Chairman Davis stated approved without

objection.

- Dr. Tom Tomberlin was recognized to present this item.
- Dr. Tomberlin asked if a plan on how they would monitor the teachers from out of state, would help alleviate some of the concern about allowing any test from any state? Making sure that they were not seeing significant differences in the quality of teachers that were coming to us from other states, there were not taking North Carolina test. If PEPSC agrees to monitor that, would that make the Board more receptive to the policy? Dr. Oxendine replied yes, and perhaps PEPSC could put some thought into the definition and mechanism for monitoring. Ms. Willoughby asked how the other 49 states standards compare to North Carolina? She wanted to know about the PEPSC monitoring plan.
- Chairman Davis commented that they were aware of the pressure that our districts were under in recruiting. Recognizing that is a problem, they do not want to create another problem by lowering standards but identifying the recruitment problem. He added that perhaps Dr. Oxendine's team and PEPSC could help the Board with a comparison of states that North Carolina recruits the most teachers. Maybe that will support both recruitment and maintaining high standards, without having to do all 49 states for next month.

b. ES & P 4 – SBE Policy Amendment - LICN-003: Math Content Exam for Licensure

- Dr. Oxendine acknowledged Dr. Jennifer Russell, Department Chair of Education, William Peace University. Dr. Tom Tomberlin was recognized to present this item.
- It is recommended that the NCSBE approve the addition of the Praxis Content Knowledge for Teaching (CKT) (7803) math exam and keep the Pearson math test (203) as two possible math licensure exams to fulfill the math subtest requirements for Elementary Education and EC-GC licenses. In addition, it is recommended that the NCSBE approve the updated Praxis II exam (5412)/cut score (146) for Educational Leadership: Administration and Supervision as it is presented.
- Dr. Russell noted that the Pearson test focuses on the middle school and high school math content areas. The math that is required to complete the Pearson test is the upper middle school to high school math skills versus the CKT has a clearer focus on pedagogy. When looking at the item analysis of the Pearson testing, the Pearson test is primarily a content focused test with one opened ended question that focuses on pedagogy. When looking at the item analysis for the CKT test, there are 48 multiple choices and two constructed responses. Of those multiple choices, only 20% focus on math content knowledge and 80% focus on math pedagogical knowledge.
- Dr. Russell shared that what she likes about the CKT test is that she feels that if a student can be successful on that test, it is a better indicator to inform effectiveness in the Teacher Preparation Program with preparing students to teach math. It is math skills that are not taught in the Education Preparation program.

- She stated that after studying our current NC Standard Course of Study for Math, the alignment is a lot more appropriate and the content itself is much more suitable for what elementary teachers will experience in an elementary classroom.
- Mr. Buxton asked about the change to this test for several years. She replied that the legislature defined it. The Praxis test that was used previously was called the Praxis 2, which tested general teaching knowledge and assessed other different things, but this test is significantly different in that it is called a Praxis Content Knowledge Test (CKT), and the CKT has a variety of sub-tests in every content area.
- Chairman Davis commented that the Praxis test was more appropriate for elementary. How do we know that Praxis and not Pearson is more appropriate for high school? Dr. Tomberlin replied that they have a Praxis in high school. A high school teacher would take a Praxis exam in mathematics. The Pearson test is specific to elementary reading, mathematics, and multi-subjects.
- He shared the results of the survey noting that most of our Educator Preparation Programs responded to the question and most were in favor of switching to the CKT.
- A survey question referenced asked how the CKT policy change will impact support and resources for EPPs. Approximately half said moderately impacted. There will be a shift in instructional and preparation strategies to account for the new test.
- Dr. Tomberlin shared semester hour math requirements by different EPPs by elementary mathematic completion which was highly variable across the state.
- Praxis CKT (7803) for South Dakota had 14,324 candidates with a 96% pass rate.
- He shared the Praxis 5015 (prior to Pearson) and Pearson Mathematics (203) pass rates.
- Dr. Tomberlin discussed the Math Content Exam Policy Change
  - Praxis CKT Math Subtest (Test 7803) would be another option with the current math content exam, Pearson Mathematics Subtest (Test 203) effective immediately for licenses for Elementary Education and EC-GC.
  - Cut score for Praxis CKT would be 150 based on the nationally recommended passing cut score.
- Dr. Tomberlin stated that the last time he presented these data, they showed pass rates from the Praxis, and then they compared them to the pass rates for the Pearson. This information sparked a lot of discussion across the state. This declining pass rate in mathematics concerned everyone. He noted that the pass rate was never the impetus of talking about the right math test for North Carolina. The policy that allows teachers to wait until their second year of teaching to pass the test was behind those

numbers and not that teachers were performing lower on the math tests.

- Dr. Tomberlin continued his presentation which outlined that the cohort of teachers in 2014-2015 were tracked over the three year period to determine the pass rate of that period. 86% of them passed our current Pearson mathematics test. This data was on par with what they saw with the Praxis. Dr. Tomberlin noted that they did not lower the standard, nor did they drive teachers out of the profession with this test. The pass rates have been the same, however; the way they measured it was not appropriate anymore. Moving forward, if the state continues to allow teachers to enter the profession prior to passing the test, measuring the pass rate on a cohort basis is going to be how they measure the pass rate. They cannot do annual pass rates, or the data will not be accurate.
- The policy recommendations for the Pearson Multi-Subjects subtest (Test 103) are no longer required for Elementary Education, and Exceptional Children-General Curriculum (EC-GC) licenses effective immediately. It is not required by statute, only present in SBE policy.
- The Educator Teacher Preparation Assessment (edTPA & Praxis Performance Assessment for Teachers (PPAT) Assessment - Reminder added for those Secondary license candidates who pass edTPA or PPAT assessments were exempt from the Principles of Learning and Teaching (PLT) assessment (Test 5624) requirement - requested by the field. PLT will become moot as of June 30, 2019, when passing the edTPA and PPAT becomes consequential for in-state candidates.
- He shared the Praxis II Test Update for Educational Leadership: Administration and Supervision.
  - Change Test Code from 5411 to 5412
  - Change Cut Score from 145 to 146
  - Continues to be appropriate for individuals seeking licenses for the following administrative and supervisory positions:
    - Curriculum-Instructional Specialist
    - Media Supervisor
    - Exceptional Children Program Administrator
- Mr. McDevitt asked about the timeline and rollout for that policy change and how it will affect those currently in process. Dr. Tomberlin replied that PEPSC was recommending that this policy become effective upon approval by the State Board of Education.
- Mr. McDevitt commented that there was a concern from some principals and superintendents of losing good teachers because they cannot pass that test. Dr. Tomberlin replied that the policy shift was allowing teachers to enter the profession before the testing and was not a prediction on who will be a good teacher.

D. 2:10 PM -- EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE (Ms. Amy White, Chair and Mr. Wayne McDevitt, Vice Chair)

- Chairman Davis recognized Ms. Amy White for the Education Innovation and Charter Schools committee.
  - Ms. White noted a change in the order of the EICS agenda and began with the Consent items and then EICS 6 - Report to the General Assembly: Career and College Promise Innovative School.
1. EICS 6 - Report to the General Assembly: Career and College Promise and Cooperative Innovative High Schools
- It is recommended that the State Board of Education receive these reports: Evaluation of Cooperative Innovative High Schools (CIHS) Report and Evaluation of Career and College Promise (CCP) Report.
  - Ms. White recognized Superintendent Johnson to provide additional information on this item.
  - Superintendent Johnson commented that he visited two fantastic Cooperative Innovative High Schools in Wake County. This week is National School Counselor's Week and the first week of the month for Career and Technical Education. He joined with President Hans of the NC Community College System where they proclaimed it Careers Pathway's Month. This partnership will give students access to community college level courses that will help them choose their best next steps. Superintendent Johnson shared that someone at the General Assembly asked him if they wanted more of these cooperative innovative high schools and Superintendent Johnson replied, yes!
  - Ms. Sneha Shah-Coltrane was recognized to present this item.
  - She shared this year they combined two reports into one report which was a joint effort by all four systems and the NCDPI lead writer.
  - Ms. Shah-Coltrane provided some background information on opportunities within Career and College Promise noting that the program offers high school students to access post-secondary education, without cost.
  - There are three pathways: College Transfer Pathway (CTP) & Career and Technical Education Pathways (CTE), and Cooperative Innovative High Schools (CIHS).
  - Ms. Shah-Coltrane shared the Career and College Promise Highlights for 2017-18.
    - Last Year 59.5% of graduating high school students earned college credit before graduating from high school.
    - In total, 64,094 graduates took and passed college courses as high school students.
    - The total number of high school students taking and passing dual enrollment courses was 214,171. This data does not include AP/IB/CIE credits.
  - Ms. Shah-Coltrane recognized Dr. John Eldridge, Head of School, Chatham Charter School.
  - Dr. Eldridge provided information about the Chatham Charter School. Chatham Charter has maximized the CCP program and have been graduating students with an average of 33-38 college credits and have had over 80% of our students completing one of the CTP (College Transfer) pathways as well as prepared them to enter a skilled workforce.

- He stated that they had expanded their program to maximize the opportunities found on the CTE pathways as well.
- He also shared several Cooperative Innovative High School success stories.
- Dr. Eldridge thanked the partnership between the colleges and community colleges, DPI, and the State Board of Education.
- Superintendent Johnson commented on the portion of the presentation about the E4 ranking job in the armed forces, noting that the starting salary for that ranking was \$50,000 a year.
- Ms. Shah-Coltrane provided some data for 2017-18 for Cooperative Innovative High School (CIHS).
- Enrollment in Cooperative Innovative High Schools in 2017-2018 was 26,090 students.
- In total, 5,581 students graduated from Cooperative Innovative High Schools.
  - Certification Completion: 1,108 CIHS students graduated with career certifications.
  - Associate Degree Completion: 2,856 CIHS students graduated with an associate degree.
- Admission to Four Year Institutions: 5,380 CIHS students were admitted to UNC System four year institutions.
  - 1,313 CIHS students were admitted to North Carolina Independent Colleges and Universities
  - High school retention rates above state averages.
  - High school completion rates above state averages.
  - High school drop-out rates below state averages.
- Academic outcomes above state averages:
  - Outperformed statewide averages in each reported subject
  - 71 percent have a 0 percent drop-out rate
  - 93 percent of CIHS scored a B or above on their NC School Report Card
  - 121 out of 126 CIHS met or exceeded growth.
- Ms. Shah-Coltrane recognized Mr. Issac Lake to share more information about the Cooperative Innovative High School.
- Mr. Lake provided four CIHS success stories from several early colleges.
- Ms. Shah-Coltrane shared that Career and College Promise and Cooperative Innovative High Schools continue to be a way to personalize learning and provide exceptional opportunities for our students to be career and college ready.
- Mr. Buxton commented on how more high schools could have an early college district using College Promise which would allow them to do this across a whole district.
- This item will return next month for action.

## 2. Action

a. EICS 1 - Charter School Enrollment Growth Requests for State Board of Education Approval

- The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment and grade expansion requests.
- This item was presented last month.
- Chairman Davis inquired about Oxford Prep School (which is doing very well) and expressed concerns for the surrounding districts, particularly, Granville County. By state law, the Board is not required to consider the impact on the Local Education Area in the expansion of charter schools.
- Chairman Davis has become more aware of the situation in Granville County, and since the Board is responsible and have a duty to the students in the districts, as well as the charter schools, he wondered if the Advisory Board considered the impact on the LEA in this case. Mr. Machado replied that he was not aware of the Advisory Board receiving an impact statement from Granville County. The Charter School Advisory Board considered the large demand for this K-12 school. Chairman Davis asked if the ownership was on the Local Education Areas (LEA) to provide the impact statement or was it the Advisory Board's responsibility to request an impact statement. Mr. Machado replied that it was on the LEA.
- Ms. Camintz wanted to know the frequency of receiving impact statements. Mr. Machado replied that during the initial application process they send every LEA correspondence requesting an impact statement and approximately half of the LEAs respond.
- Mr. McDevitt commented that 20 years ago every LEA sent in an impact statement and over time these were ignored because they were not allowed to consider physical impact when deciding to approve or deny a charter. For the last ten years LEAs have submitted the impact statements at a lower rate.

b. EICS 2 - Charter Schools Annual Report

- Mr. Dave Machado was recognized to present this item.
- The Charter Schools Advisory Board recommends that the State Board of Education receive this Annual Report.
- Mr. Ford wanted to know if there was any way for the Board to see charter school growth and achievement separately but, correlate to income levels. Mr. Machado replied that information was not in the report noting that the report provided total growth of the charter schools. Mr. Machado also responded that he would get that information to the Board.
- Mr. Duncan commented that he had an opportunity to speak with Mr. Machado about getting a broader background on this report. Mr. Duncan shared his concerns and noted that he would struggle with voting to approve this report. He asked specifically was there information in the report that compares on grade level issues for charter and public schools. There was not the same kind of charting and depth with respect to whether the charter

schools met growth or did not meet growth. Mr. Duncan referenced page 4 of the report and stated that he felt that would be an important analysis to go through for the General Assembly rather than just the grades reports particularly since the demographic data did not match with the rest of the state's student population in several different areas. Mr. Duncan stated that it was important to him that the report reflects where we are, and the pros. In the future to try to provide a deeper analysis on the charter school trends in the report.

- Ms. White commented that this is an annual report and perhaps using the feedback from today's and last month's presentation could be used in the development of next year's report to reflect in particular growth issues and a better comparison between both the traditional public and public charter schools.

c. EICS 3 - 2018 Charter School Acceleration Recommendations

- The Charter School Advisory Board recommends the SBE approve its final acceleration recommendations.
- Mr. Alex Quigley was recognized to present this item.
- Mr. Quigley reminded the Board that last month they discussed the acceleration process and presented several schools that requested acceleration. Fourteen schools requested acceleration and the Charter School Advisory Board recommended three schools.
- He provided a brief synopsis on each school.
  - CFA – Community Public Charter – Gaston County
  - Hobgood Charter Academy – Halifax County
  - Pocosin Innovative Charter – Washington County

3. Discussion

a. EICS 4 - Charter School Renewal Recommendations

- Mr. Stephen Walker and Mr. Alex Quigley were recognized to present this item.
- The majority of renewals recommended were 10-year by statute.
- Ms. White commented that because of the dialogue on two of them - Stewart Creek and Commonwealth High Schools caused her to pause around the graduation rates being less than 5% and the 80% drop out rates. Ms. White asked staff for background in the statute.
- She acknowledged that there were schools that serve students who are making their very best efforts to graduate. These schools are imperative and necessary for these students. However, for ten or seven-year renewal these schools should be meeting and or exceeding expectations. She expressed her strong support for what these schools were doing.



- Mr. Stephen Walker replied that the renewal guidelines, a school like Commonwealth or Stewart Creek, based on the accountability model, is never going to be comparable when using this guideline and will fall under non-renewal every time. Why, because 100% of their students were dropouts before they got there. 98% of the students were below reading and math.
- Ms. Camintz asked how the schools performed in the accountability model.
- Ms. White asked for more data from Mr. Walker to substantiate the ten-year renewal.
- Ms. White commented that the Research Triangle Charter was the only school that had a 10-year renewal that had a School Performance Grade of "D." It also gave her a pause, because it spoke to a trend. Mr. Walker replied the Research Triangle Charter was guaranteed a 10-year renewal under the statute.
- Ms. White shared that the Board had done yeoman's work in getting some questions to the table and allowing staff to respond in hopes that in March that any issues of clarity would be resolved. Then the Board would be able to decide competently with the recommendations for renewals made for the schools on this year's slate.
- The Charter School Advisory Board recommended a **ten (10) year charter renewal** for:
  - American Renaissance School
  - Anderson Creek Academy
  - Cardinal Charter
  - Envision Science Academy
  - Evergreen Community
  - Forsyth Academy
  - Greensboro Academy
  - Invest Collegiate - Imagine
  - Quest Academy
  - Raleigh Charter High School
  - Research Triangle Charter
  - South Brunswick Charter
  - The Franklin School of Innovation
  - The Mountain Community School
  - Thomas Jefferson Classical Academy
  - Vance Charter School
  - Wake Forest Charter School
  - Wayne Preparatory Academy
  - Wilson Preparatory Academy
  - Commonwealth High (Alternative High School)
  - Stewart Creek High (Alternative High School)
- A **seven (7) year renewal** was recommended for:
  - Pioneer Springs Community
- A **five (5) year renewal** recommendation was made for:

- The Capitol Encore Academy
  - A **three (3) year charter renewal** was recommended for:
    - A.C.E. Academy
    - Carter Community Charter
    - Dillard Academy
    - Haliwa-Saponi Tribal School
    - Lakeside Charter Academy
    - Reaching All Minds Academy
    - United Community Charter
  - **Non-Renewal** was recommended for:
    - Charlotte Learning Academy
- b. EICS 5 - Discovery Charter's Request for Temporary Relocation and Enrollment
- Discovery Charter School ("Discovery") is currently in a delayed year and is preparing to open in Durham County in 2019. The school is requesting two amendments:
    - Relocation greater than five miles; and
    - A decrease in student enrollment projections.
  - Mr. Dave Machado was recognized to present this item.
  - The distance between the two locations is approximately ten miles away from the original site.
  - The building does have an educational certificate of occupancy.
  - Mr. Machado noted that the lease that the school would sign was pending State Board of Education approval.
  - He shared that the school is a Science, Technology, Engineering, Engineering, the Arts and Mathematics (STEAM) school that offers transportation.
  - This item will return next month for action.

#### Chairman Davis Announcement

- Chairman Davis stated that given the challenges that our districts and schools face, which can be translated into opportunities for us, and given some recent decisions around the Innovative School District (ISD). The Board has determined that it was in their best interest to form a special committee to focus on school and district turnaround. Ms. White will chair that committee and Mr. J.B. Buxton to be Vice Chair. That committee has the following objectives:
  1. To develop recommendations for the Innovative School District to improve the process, timeline, tools, and options so that the ISD can

come to even more effective school turnaround strategy. These recommendations will inform the Board's proposal to the General Assembly around how to enhance the Innovative School District.

2. To create a comprehensive, integrated approach to school turnaround. This approach should leverage, but not be limited to, current options such as restart schools, renewal district, ISD and so forth. Successful past practices in North Carolina and other states should be considered as well as help them to leverage the regional support structure in supporting schools and districts.

- Chairman Davis noted that they need a comprehensive approach to helping all schools and districts improve the quality of education for their children, leveraging some of these separate policies that were currently in place.
- Chairman Davis thanked Ms. White and Mr. Buxton for their leadership on this as they have already hit the ground running and have some good work on the way and looked forward to hearing more from the committee in March.

E. 2:50 -- Break

F. 3:00 PM -- BUSINESS OPERATIONS COMMITTEE (Mr. Alan Duncan, Chair and Mr. Todd Chasteen, Vice Chair)

1. Action on First Reading

a. BSOP 1 – Local School Administrative Units – Teacher Compensation Models – Full Budget Approval

- Chairman Davis recognized Mr. Duncan for the Business Operations Committee.
- It is recommended that the State Board of Education approve one of the funding options.
- Mr. Duncan recognized Dr. Tom Tomberlin to present this item.
- Dr. Tomberlin shared the four LEAs who were approved and the two funding options.
- **Option 1** - Fund each plan based solely on Average Daily Membership (ADM.) Once each LEAs plan was fully funded, the LEA was dropped from the ADM calculation for the remaining districts. For example, using a straight ADM calculation, Bertie County is over-funded in year three by approximately \$93,850.00. After fully funding Bertie County year-one request, they dropped from the ADM calculation, and the year-one remainder redistributed to the other LEAs.
- **Option 2** - Divide the money between the two.
- Dr. Tomberlin recommended using option 1 which seems to be the most equitable approach.

b. BSOP 2 – SBE Policy Amendment (ALOT-003): Amendment for Digital Learning Initiative (DLI) K-8 Digital Literacy

- Dr. Maria Pitre-Martin was recognized to present this item.
- Dr. Pitre-Martin discussed an allotment policy for digital learning initiative.
- She noted that they had presented a project plan to the Department of Information Technology (DIT) to allow the earmark funding for the economically distressed counties. In anticipation of the eventual contract award, and under the authorizing legislation, economically distressed counties (i.e., counties designated as “Tier 1” by the North Carolina Department of Commerce.)
- Asking for Action on First Reading to allow these schools to use the funding for the rest of the school year.

2. Action

a. BSOP 3 – Amendment to SBE Policy (CNTR-002) and Intent to Contract Procedures

- It is recommended that the State Board of Education approve the amendments to the SBE Policy (CNTR-002) and the Intent to Contract procedures.
- Mr. Duncan noted that this item would return next month for action.

3. Update on Contracts

- Mr. Duncan stated the executed contracts and planned contracts reports were available on eboard.

a. Executed Contracts Report – February 2019

b. Planned Contracts Report – February 2019

III. 3:45 PM -- Closed Session

- Noting for the audience that the Board will immediately adjourn following its closed session, Chairman Davis called for a motion to go into closed session.
- Mr. Duncan asked to be recused on the Hoke County vs State of NC and the NC State Board of Education.
- Upon motion made by Mr. Alan Duncan and seconded by Ms. Tricia Willoughby, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:
  - Hoke County v. State of North Carolina and the NC State Board of Education
  - Carter G. Woodson v. NC State Board of Education

- Frances Adkins v. Eastern North Carolina School for the Deaf
- North Carolina School Board v. Follwell

Motion made by: Alan Duncan

Motion seconded by: Patricia Willoughby

Voting

Eric Davis - Yes

Wayne McDevitt - Yes

Patricia Willoughby - Yes

Dr. Olivia Oxendine - Yes

Todd Chasteen - Not Present

Amy White - Yes

Alan Duncan - Yes

JB Buxton – Yes

Jill Camnitz - Yes

James Ford - Yes

#### IV. 4:35 PM -- Open Session

RECONVENE IN OPEN SESSION

Mr. Davis requested a motion to return to open session. Mr. Wayne McDevitt made the motion which was seconded by Ms. Patricia Willoughby.

Motion made by: Wayne McDevitt

Motion seconded by: Patricia Willoughby

Voting

Eric Davis - Yes

Wayne McDevitt - Yes

Patricia Willoughby - Yes

Amy White - Yes

Alan Duncan - Yes

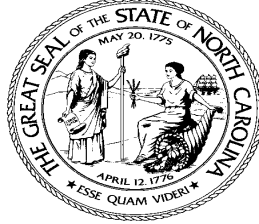
JB Buxton - Yes

James Ford - Yes

Jill Camnitz - Yes

#### V. 5:00 PM – Adjourn

**February 7, 2019  
State Board of  
Education  
Meeting Minutes**



**State Board of Education Vision:** Every public school student would graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

**State Board of Education Mission:** The State Board of Education would use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

**Attendees**

**Voting Members**

Eric Davis, Chairman, Member at Large  
Dan Forest, Lieutenant Governor  
Dale Folwell, State Treasurer  
Patricia Willoughby, Member at Large  
Dr. Olivia Oxendine, Sandhills Education Region  
Amy White, North Central Education Region  
Alan Duncan, Vice Chairman, Piedmont-Triad Education Region  
JB Buxton, Member at Large  
Jill Camnitz, Northeast Education Region  
James Ford, Southwest Education Region

**Non-Voting Members**

Mark Johnson, State Superintendent of Public Instruction, Chief Administrative Officer, and Secretary to the Board  
Lisa Godwin, Burroughs Wellcome Fund NC Teacher of the Year Advisor  
Tabari Wallace, NC Wells Fargo Principal of the Year Advisor

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I. 9:00 AM -- Monthly Meeting of the North Carolina State Board of Education

II. Call to Order

A. Chairman Eric Davis

- Chairman Davis called the February 7, 2019, North Carolina State Board of Education meeting to order. Chairman Davis welcomed all Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers. He reminded the audience and those listening that this body meets monthly, with its official meeting scheduled for the first Thursday of the month. Committee meetings were typically held on Wednesday prior to the official meeting day.
- Chairman Davis reminded onsite visitors and online listeners that they could follow the meeting online and see all our materials by going to "SBE meetings" at [www.ncpublicschools.org](http://www.ncpublicschools.org)
- Chairman Davis read the Ethics Statement that was required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act. He reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

#### B. Pledge of Allegiance

- Ms. Jill Camitz

### III. 9:05 AM -- SPECIAL RECOGNITION

- Chairman Davis stated that it was time for our Special Recognitions, a time where the Board recognizes significant awards, proclamations, resolutions, and those who make a difference in the lives of the public school students they serve each day.

#### A. National School Counseling Week Proclamation

- Last week, Governor Cooper proclaimed February 4-8, 2019, as National School Counseling Week. School Counseling and other health professionals were becoming increasingly important in our society, and they must ensure that the needs of the "Whole Child" were met each day. In the current and draft strategic plans, the Board has a continued focus on the Whole Child. The State Board of Education along with the Superintendent also declares February 4-8 National School Counseling week and had a proclamation to present to the staff.
- Chairman Davis read the proclamation.
- In addition to this being National School Counseling Week, this month was devoted to celebrating and recognizing the achievements, sacrifices, and contributions that our African American citizens have made in the development and history of our country. Across our state students are learning about these achievements and contributions and celebrating how African Americans, in particular, have raised our country and made it a better place. The Board joins with our teachers, and students in celebrating those achievements, contributions and sacrifices this month and every month of the year.

#### B. FAST NC Update (Round 4 Distributions)

- Chairman Davis shared that on January 18, 2019, an Executive Committee of this Board to discuss and decide on the 4th disbursements from the Board's established NC Education fund for FAST NC Applicants.
- District Expenditure Recommendations
  - Chairman Davis shared that on January 18, 2019, an Executive Committee of the Board met to discuss and decide on the 4th disbursements from the Board's established NC Education fund for Florence Aid to Students and Teachers NC (FAST NC) Applicants. The FAST's Committee Chair and Former State Superintendent Mike Ward presented an update to the Board.
  - Chairman Davis reminded everyone on the purpose for this effort. Hurricane Florence caused massive destruction in North Carolina. Students, educators and school staff members (like so many other members of the community) have suffered as a result of this storm. Helping these children educators to recover from the storm and continue the processes of teaching and learning were critical steps in restoring their well-being and the well-being of their families and communities.
  - The purpose of FAST NC is to provide funds and in-kind contributions to assist public school students and employees recovering from the impact of Hurricane Florence. The focus of this report of this support was on the 28 counties that were declared federal disaster areas as a result of damage from Hurricane Florence. Priority is given to school materials, supplies and resources that aid students in being prepared for instruction and aid teachers in the restoration of a high-quality learning environment.
  - The FAST Steering Committee includes the State Superintendent Mark Johnson, Chairman Davis, Former State Superintendent Mike Ward, Former State Board of Education Chair, Phil Kirk, Former Assistant U.S. Secretary of Education, Henry Johnson, and Former State Superintendent, Dr. June Atkinson. He then recognized Chairman Ward for an update.
  - Mr. Ward shared the FAST NC awardees for round four consisting of three applications.
    1. Mr. Ward recognized Ms. Lisa Linen, Columbus County, Tabor City Middle School. Her request was for library books lost when they were in the hands of students at homes during the storm damages. These funds will replace library books.
    2. Mr. Henry Johnson acknowledged the work of Mr. Robert Foringer, Columbus County, Tabor City Elementary School requested \$12,120 to replace gym equipment lost due to the storm. Due to the storm kids were unable to get physical activities that they need.
    3. Mr. Phil Kirk introduced Dr. Lisa Jackson and Dr. Steven Curtis, Pamlico County, Pamlico Middle School requested \$15,000 to replace athletic equipment and replacement of supplies lost during the storm.
  - Superintendent Johnson shared that they continue to have great support for FAST NC. As of today, the State Board of Education has approved 29 grants totaling near \$164,000. School supplies and books have been donated and taken to the State Textbook Warehouse. Multiple schools and districts impacted by the storm have



received those valuable materials as well as monetary grants given. FAST NC is ready to help, and resources were available to meet the needs.

- Round six applications will be accepted through February 8, round seven applications received from February 9-22, round eight applications received from February 23 - March 8, round nine applications received from March 9-22.
- To apply go to the FAST NC website and click apply now. There are plenty of opportunities; however, please plan to get in now because the word was starting to spread. Superintendent Johnson thanked the Steering Committee for their leadership in this adding it was much work. After raising funds, much work goes into those meetings where the Steering Committee goes through each application to approve these to make sure that the money was going where it was needed.
- Chairman Davis invited the Steering Committee and each recipient forward for a group photo.

#### IV. 9:35 -- Issues Session - North Carolina Business Committee for Education (NCBCE)

- Chairman Davis stated that statutes establish training requirements for the Board. They participate in Issue Sessions to help the Board fulfill its statutory duty of hearing and discussing matters that may have policy implications.
- Today, there are two Issues Sessions. The first is from the Student Learning and Achievement (SLA) Committee with our partner the North Carolina Business Committee for Education (NCBCE) which was introduced by Mr. Buxton. The second is from the Transformation Committee which is led by Chairman Davis where they ask for approval to proceed with the proposed timeline for their strategic plan and where the Ernest and Young implementation plan requested by the Board was presented by the respective Deputy assigned to ensure the recommendation was completed.
- Chairman Davis then recognized Mr. Buxton to introduce the first Issues Session.
- Mr. Buxton recognized Ms. Caroline Sullivan, Executive Director, North Carolina Business Committee for Education (NCBCE) to share information to members who were new to the Board as well as information about the Navigator tool that was released recently.
- Ms. Sullivan shared that NCBCE was an education non-profit in the Governor's Office. NCBCE provides sustainability going through administrations and time changing. She shared their initiatives:
  - - Focused on work-based learning
    - Students @ Work
    - Teachers @ Work
    - LiNC It
    - The Governor's Educator Discovery Award
    - Navigator
    - emPowering STEM
- She shared that the education systems, workforce systems, and support systems were incredibly siloed. NCBCE refers to them as cylinders of excellence. She added that they must do a much better job in breaking silos. Ms. Sullivan stated that this system was a multi-system collaborative effort.

- Ms. Sullivan shared that our state cannot continue to import talent, but it most grow talent and work based learning helps to grow talent.
- When looking at work-based learning, it is learning about career awareness, career exploration, and career experience.
- She asked how do you get through these cylinders of excellence? She replied that you must make it easy for both sides, so NCBCE developed the Navigator.
- The Navigator is an online market place which makes it easier for systems, i.e., DPI, Community Colleges, and businesses to talk to each other. Ms. Sullivan gave a tutorial on how to sign up as an organization. Each organization creates a resource which is accessible through the dashboard.
- Mr. Willoughby commented that Ms. Sullivan was a great leader for the NCBCE. She shared that NCBCE has been around since 1983 and it is sustainable because it is a unique intersection among educators, business leaders, and policymakers. Ms. Willoughby asked what they can do to help publicize this? Ms. Sullivan replied that they need people to evangelize this to businesses because that is the key.
- Superintendent Johnson commented that they have been working together closely with NCBCE for a while and this was an exciting time. He thanked the partners from DPI, Dr. Eric Hall, Mr. Trey Michael, Mr. John Kirkman. He congratulated and thanked everyone for their leadership and support on this.
- Mr. Buxton shared that what he liked about this was the opportunity for kids and educators to get exposure to a broad swath of jobs.

#### V. 10:15 AM -- Issues Session - Transformation Committee Updates

##### A. New Business

- Strategic Plan Update
  - Chairman Davis reminded the Board of the materials for the month on eboard and the discussion from last month to include a proposed timeline for continued development and finalization of their strategic plan, incremental steps for the draft goals, and a proposed brochure to use when they begin the process of gathering feedback from their stakeholders.
  - Also, to maintain the momentum from their fall planning and work session, today, he appointed a new ad-hoc committee (Strategic Planning) to work with staff on finalizing the draft of the strategic plan. Chairing this committee will be Mr. James Ford and Ms. Jill Camintz will be Vice Chair. Two of their advisors, Mr. Tabari Wallace and Dr. Janet Mason will also serve on this committee. This committee was tasked with working with staff and advising the Board on recommendations as they move forward with their strategic plan.
  - Chairman Davis noted that without objection, he proposed that the Board adopts the recommended timeline for the draft strategic plan. Without objection, the Board will adopt the recommended timeline, and they look forward to hearing from their new committee on the development of the strategic plan.

- Ernst & Young (EY) Recommendation Implementation Plan Overview
  - Chairman Davis reminded the Board that they have received updates over the last several months for recommendations #6 and #8 and noted that this was an opportunity for the Superintendent and his team to update the Board on how the rest of the EY recommendations would be implemented.
  - Superintendent Johnson called on Dr. Maria Pitre-Martin to share the update.
  - Dr. Pitre-Martin shared that this was a team effort. She noted that for all of their recommendations they were continuing to use the research behind implementation science to remain consistent in how they implement their work. Everything presented today was in the installation phase of implementation. She then introduced Mr. Joe Maimone.
- **EY Recommendation #3 - Develop a policy and strategy function to facilitate collaboration and feedback around agency priorities**
  - Weekly Deputy Superintendent meetings to coordinate agency efforts
  - Monthly Director meetings to share updates to key staff to share with respective divisions
  - Organizational Chart in the process of updating
  - Centralized Communications team
  - Mr. Maimone then introduced Dr. Eric Hall.
- **EY Recommendation #7 - Align, coordinate and potentially streamline assessments**
  - DPI leadership is working across the agency to examine opportunities to improve assessments, while also researching options for engaging models that support personalized learning.
    - Innovative Assessment Authority
    - K-3 Reading Assessments
  - DPI is evaluating opportunities to reduce testing and improve testing environments/guidelines to help mitigate stress on students and educators during testing.
  - Reduce testing time for EOG 3-8 Math by 1 hour in the 2018-2019 school year
  - Reduce testing time for EOG Science (5th and 8th grades) by 1 hour in the 2018-2019 school year
  - Reduce testing time on Biology EOC by one hour in the 2018-2019 school year
  - Reduce testing time on EOG ELA/Reading by one hour in the 2019-2020 school year
  - Revise and update the Teacher Testing Guide to support local decision-making for proctors and student dismissal from testing
  - Examine opportunities for possibly eliminating some or all Final Exams

- Collaborate with local school district leaders on self-evaluating locally adopted assessments and their relevance in guiding instruction and alignment with the NC Standard Course of Study (State Standards). He then introduced Ms. Chloe Gossage.
- **EY Recommendation #1 - Establish a Central Repository to a source, validate, maintain data**
  - Created a new State ODS, housed and maintained at GDAC (Version 1 is operational now)
  - Adding additional data feeds and creating a reporting data warehouse
  - Updating and consolidating Uniform Education Reporting System requirements
  - Modernizing agency systems (Recommendation #13)
- **EY Recommendation #13 - Design and implement the future state application portfolio. This is a longer-term recommendation, but preliminary work has begun.**
  - Step 1 is a full inventory of NC DPI current applications. This step is currently underway via School Business Systems Modernization
  - Step 2 is to develop a schedule to sunset outdated applications
  - Step 3 is to procure modern systems that meet agency and local needs, aligned with the schedule
- **EY Recommendation #2 - Bolster and embed analytic capabilities across key program offices**
  - Conducting a review of analytical functions across the Department
  - Transitioning to a State Operational Data Store (ODS) and reporting data warehouse with the capability for users to more easily create and generate reports; providing training to internal users on new reporting and visualization tools
  - Data Management Group is reviewing external data requests to ensure streamlined and comprehensive responses, reviewing reporting within each area, division, and section to ensure proper use of source data, and preparing the 19-20 data calendar for publication to LEAs
  - Re-orienting research and data group to serve internal program “customers” (includes expansion request of 5 FTE)
  - Working with HR and Deputies to appropriately position analytical capability for each area to support other EY recommendation of using data to drive service and results
  - Reconfiguring vacant Research & Data Director position (in process)  
She then introduced Dr. Pitre-Martin.
- **EY Recommendation #6 - Redesign Regional Support Structure**  
Installation Period Empowering Broad-Based Action: External Engagement
  - DPI staff began meeting with regional superintendent councils to discuss specific regional needs and the service request process.

- Conference calls were held on February 1st with RESA Directors and Superintendent Council Chairs to discuss the Regional Case Manager Selection Process.
- Local Superintendents will receive the Regional Support Team Membership List and the areas represented on those teams in February.
- Empowering Broad-Based Action: Internal Engagement
  - The Regional Support Structure Guiding Coalition continues to meet monthly with support from the Southeast Comprehensive Center.
  - The Regional Support Structure Guiding Coalition finalized the Regional Support Team Membership and is working to finalize the service request process and the menu of services.
  - Regional Case Managers were hired and were being introduced to local superintendents during the month of February.
  - Professional Learning for Regional Case Managers and Regional Support Team Members will begin on March. 9
  - Dr. Pitre-Martin introduced the first round of Regional Case Managers to the Board. She noted that they would have to do a repost of the Southwest Region but have hired 7 of 8 Regional Case Managers.
    - Dr. Jeremy Gibbs - West Region
    - Dr. Catherine Stickney - East Region
    - Dr. John Moran - Southeast Region
    - Ms. Melany Payden - Central Region
    - Ms. Jessica Swencki - Sandhills Region
    - Ms. Stephanie Dischiavi - Northwest Region
    - Dr. Frances Harris-Burke - Piedmont Region
- **EY Recommendation #8 - Combine educator talent-related functions into a single end-to-end talent division: Exploration Period - Empowering Broad-Based Action: External Engagement**
  - NCDPI examined talent related functions of other State Education Agencies, specifically partnering with the Tennessee Department of Education on the possibility of developing a Human Capital Network.
  - Contracts with the Regional Alternative Licensing Centers (RALC) were revised and data agreements were being reviewed
  - In February, the RALC Directors will begin the review of the licensure technology platform to begin the process of pre-certifying licenses for LEA staff.
  - NCDPI has partnered with the STAR Project at the UNC Kenan-Flagler Business School to deconstruct the steps within the licensure technology platform with the goal of decreasing processing times.
  - Feedback sessions will begin with local superintendents, the Professional Educator Preparation & Standards Commission, the Task Force on Credentialing, Recruitment & Retention, the Personnel Administrators of NC and the Charter School Advisory Board to seek input on the vision for this new unit of work. Empowering Broad-Based Action: Internal Engagement
  - The Director of Educator Recruitment and Support was hired.

- The sections of Educator Prep, Licensure and Educator Effectiveness have begun the transition to the new unit of work (New Unit Org Chart, Job Descriptions, Reclassifications and other HR processes).
  - The first convening of the new Educator Recruitment and Support Unit (Talent Unit) was held on January 28 to discuss the goals for this new unit and guiding principles for the work.
  - The recommendations of the TNTP Licensure Review were being included in this process, especially since there was a focus on the culture and structure of Licensure as it relates to other talent-related functions at NCDPI.
  - Dr. Pitre-Martin then introduced Ms. Kathryn Johnston.
- **EY Recommendation #4 - Engage division leaders as owners of their budgets Launch more robust budget planning process with increased awareness and involvement from the Division Directors.**
- Base Budgets have been realigned according to actual and anticipated spending by accounts. Revised budgets were resent to the Divisions.
  - Division directors participated in the Base Budget process and the Expansion Budget process.
  - Budget Summary Report (BSR) were presented and taught to each division to show the current certified and last year's authorized budgets. Many Directors expressed they had never seen their budgets before!
  - Further development of a true Budget Process is underway and will roll out this spring for future years.
  - Drive the creation of budgets that support DPI's highest priorities and were aligned to the Division's priorities.
  - Expansion Requests were developed by Directors and Deputies. All Directors and Deputies had the opportunity to participate in the Biennium Expansion Budget. Deputies participated in the prioritization.
  - Align budget analysts with program areas to support the development process and track ongoing spending.
  - Analyst has realigned, and Budget and CFO were now included in the requisition approval flow.
  - New Operations Point of Contacts has been established in each Division to support the efficient processing and understanding of spending tracking, adjusting budgets, charging to correct account codes, etc.
  - Budget will present in the OPOC training providing them with a better understanding of the budget process and a review of reports that will be available monthly which provides transparency of their budgets.
  - Additional training and annual reviews will continue.
  - The upcoming budget process will begin in April, not September to meet the October Office of State Budget Management (OSBM) deadlines.
- **EY Recommendation #5 - Improve the efficiency, governance and transparency of contracting**
- Redesign the contract creation, review/approval, and execution processes

- Procurement Procedures were in development and would be provided to all divisions and Project Managers.
- New standards for Request for Proposal evaluation committees, structure, and processes were in development.
- Board Policy - adjusted approval thresholds, clarified signature approvals needed.
- Intent to Contract will now be electronic and attached to purchase requisitions for approval.
- Contract approvals will be electronic using DocuSign to expedite the process.
- Standard RFP templates with Terms and Conditions were in development.
- Establish contract monitoring and enforcement processes
  - A Contracts Management position is being created to oversee vendor management of deliverables and Key Performance Indicators (KPI) and to monitor active contracts for timely planning prior to contract expiration.
  - A contract management system has been developed in-house in SharePoint to actively monitor and to store the signed contracts.
  - Currently, only new contracts since October, so they were actively soliciting business owners to get a list of all active contracts.
- Training will be provided to the all-new Operations Point of Contacts (OPOC) on purchasing, requisitions, eprocurement, contract tracking, payments on deliverables, etc.
- **EY Recommendation #9 - Reduce Information Technology support response times to the field and improve resolution experience**
  - Build enhanced self-service troubleshooting capabilities for LEAs and rework all future IT contracts with vendors to enable LEAs to log issue tickets directly with the vendor.
  - They have been expanding the knowledge base available to the LEAs through the support center to enhance their self-service troubleshooting capabilities for state-provided enterprise applications.
  - Currently in contract process with two vendors to provide Tier-1 support from the vendor directly to the LEAs. Developing Service Level Agreements (SLAs) in vendor contracts hold the vendors more accountable after outsourcing this support.
  - Will amend future contracts using these two contracts as the model for the remaining Home Base applications and future IT contracts for support. SLA's will set shorter response times and hold vendors accountable.
  - They also need to ensure that vendors have a robust self-service capability.
- **EY Recommendation #10 - Centralize IT capabilities housed in non-IT divisions and consolidate the functions within the IT division**
  - Align embedded IT personnel distributed across the business units and consolidate common skill sets and similar roles to eliminate redundancies.

- They have identified the IT positions in NCDPI that were not part of IT and were working on a plan to consolidate these functions under IT or School Business Systems Modernization.
  - Will be implemented by June 30 in conjunction with the DIT consolidation.
  - SBSM is excluded from this consolidation since it is a limited duration strategic project-based program and not part of permanent DPI operations. The operations staff in SBSM will transfer back to IT at the conclusion of the program.
  - Twenty-eight DPI personnel have been identified.
  - A good business practice exists in DMG of how to request, extract, execute.
- **EY Recommendation #11 - Repurpose IT by outsourcing common and non-essential functions and refocusing to advise and support business needs**
- Consolidate with the Department of Informational Technology (DIT)
  - Will consolidate common parts of the DPI IT operations with DIT to streamline processes.
  - Education and LEA focused parts of the DPI IT operations will remain at DPI.
  - Transition to be completed by June 30, 2019
  - Meeting with DIT to finalize the plan in February.
  - Majority of DPI servers were being migrated to DIT and will be completed by the April 2019. The only remaining servers at DPI data center will be network related.
  - Establish an IT Business Relationship Management (BRM) function to advise the business owners on technology matters and act as a liaison with IT.
    - Some positions have been identified and will be reclassified in conjunction with the DIT consolidation process.
    - Will be establishing a prioritization process to handle agency technology demands.
- **EY Recommendation #12 - Implement a vendor-first approach for applications services and prioritize cloud hosting**
- Focus on COTS systems rather than developing custom applications and eliminate the APEX applications and any other applications developed in-house.
    - All new enterprise statewide systems launched by NCDPI in the last 5 years have been hosted by vendors or NCDIT. This work has been accelerated during this fiscal year, and they were now addressing existing legacy systems still hosted by NCDPI.
    - Some APEX systems have been eliminated and the remainder is being addressed by the SBSM program.
    - More than 60 servers have been eliminated, upgraded or migrated to NCDIT. The plan is to complete the transition on the remaining servers by July 2019. Only network-related servers will remain.
    - Disaster Recovery for infrastructure is inherent with the vendors and/or DIT.



- Migrate to the cloud those applications and hardware that cannot be hosted at vendor sites
- Currently, this option is not available by DIT, so they use DIT as an alternative.
- Establish protocols for vendor engagement and procurement
  - They will be consolidating the IT procurement with DIT as this is a duplicative function and they currently have one designated IT procurement employee.
- **EY Recommendation # 14 - Streamline and accelerate the talent acquisition process through technology and internal process optimization**
  - Improve Talent Acquisition process through an online Manager Toolkit
    - Draft toolkit completed; finalization by March.
    - Training will be held with Divisions in April.
    - The Manager Toolkit will be rolled out to all DPI divisions by June 30, 2019.
  - Improve Vacancy Management
    - DPI Recruiter sent out vacancy lists to Deputy Superintendents monthly to ensure discussion of posting priorities and decrease the number of vacancies not being filled timely.
    - Finance/HR and Deputy Superintendent of Operations meet weekly to discuss vacancies and any needed budget for positions.
  - Leverage Technology to accelerate the talent acquisition process
    - HR and Finance will implement DocuSign for Position Action Forms and Employee Action Forms for a February rollout. Staff training will be provided.
    - HR will implement Smart-sheet System for tracking forms.
    - HR will review the functionality of NEOGOV and the Cornerstone LMS system to improve the onboarding process.
- **EY Recommendation # 15 - Enable HR to be a strategic function**
  - Fill key HR positions to allow staff to fulfill individual responsibilities, including allowing HR leadership to be strategic business leaders.
    - Interviews for the Assistant HR Director vacancy have been conducted and the position should be filled by the end of February.
    - Job descriptions for additional vacant positions were being updated and positions will be posted by mid-February.
  - Develop a robust Succession Plan to identify candidates both within and external to DPI.
    - Beginning no later than 2nd quarter 2019, HR will begin working with DPI Division Directors to build a succession plan for DPI.
  - Fill the vacant Residential School HR positions with qualified talent.

- Work collaboratively with the Residential Schools and DPI will work to fill both vacant positions with qualified talent as soon as possible.
- **EY Recommendation #16 - Develop an employee engagement and support strategy focused on communication, transparency, learning and development**
  - Develop internal communication procedures to ensure employees receive accurate, timely information regarding DPI initiatives and staffing with the goal of improving employee morale.
    - HR will work collaboratively with the Communication Division and DPI leadership to write procedures.
    - HR will develop a plan for employee appreciation and wellness events for DPI employees.
    - Improve morale by fostering a positive culture with work/life balance and team building.
    - Work to improve the DPI reputation and brand through positive internet, communications, and social media pieces.
  - Develop and conduct an employee engagement survey to be repeated annually
    - Using the employee engagement surveys of previous years, HR will conduct regular annual employee surveys beginning in March 2019.
  - Create a dedicated learning & development function to drive formal training and professional development initiatives.
    - A Trainer position is needed to be able to begin this. They were reviewing vacant positions for possible repurposing so work on this item will not begin before next fiscal year.
- **EY Recommendation #17 - More effectively align compensation levels and changes with performance.**
  - Create a performance-driven culture by tying compensation, salary adjustments and bonuses to performance.
    - The new Statewide Classification & Compensation Project (still in process) has and will continue to assess all employees' classifications to ensure that positions were correctly described and classified. The classification portion of the project should be completed by June 30.
    - HR will continue to advocate with OSHR for performance to be a factor in salary adjustments/administration. In collaboration with DPI legislative liaisons, HR will also advocate for a robust Salary Adjustment Fund.
  - Utilize the NCVIP system to effectively align salary adjustments with performance.
    - The Legislature controls this with annual Legislative Increases typically across the board. They will encourage the use of NCVIP and continue to advocate for a performance-based system.
    - Improve the completion rate for NCVIP. 56% in FY18/19. The goal is 95% completed in FY19/20 (July-August 2019).
  - Conduct internal and external pay equity analysis to identify inequities.

- Internal equity analysis is in process and funding is being identified to meet the largest gaps.
- **EY Recommendation #18 - Create a Transformation Management Office (TMO)**
  - A TMO should be created to support the effective implementation of these EY recommendations.
    - Transformation effort is being conducted by the leadership team.
    - A Project Management position is being created to serve as the overall coordinator and project manager.
  - Mr. Buxton thanked them for the presentation and added that it was a lot of good work. He asked for the next update if they could share what performance metrics were used. Assuming that each recommendation has some kind of an objective measure then Board would know in fact, that it is working. Using some type of on-track off-track information.

#### VI. 11:05 AM -- STATE SUPERINTENDENT'S REPORT

- Chairman Davis recognized Superintendent Johnson for his report.
- Superintendent Johnson thanked the team of deputies noting that it was impressive work and added that North Carolina was very fortunate to have them in this building. He stated how excited he was to see it all coming together and that it would transform how this agency operates, which better supports schools across the state.
- Superintendent Johnson visited Roger Bell New Tech Academy, Havelock NC. They delivered books and letters that were donated by students at Shiloh Elementary School, Union County. He reminded everyone that this would be a long road ahead to recovery and it would be essential to not let this go out of people's minds in the months to come.
- Superintendent Johnson shared that February was Career Technical Education (CTE) Month. He visited Vernon Malone College and Career Academy, Wake County which is one of their Cooperative Innovative High Schools.
- He also shared that February 4 – 8, 2019, was National School Counselors Week. "School Counselors: Providing Lessons for Life." School counselors work with all students to remove barriers to learning by addressing students' academic concerns, career awareness, social/emotional skills, helping students achieve success and plan for careers.
- Superintendent Johnson visited the North Wake College and Career Academy where he and Mr. Peter Hans, President of NC Community Colleges proclaimed February as Career Pathways Month. He added that they wanted to come out together to show just how closely K-12 schools and community colleges were working now. Both Superintendent Johnson and Mr. Hans are working together on the My Future NC Commission. Other guests present were members of the armed forces, nursing and culinary arts students. There was also a bucket truck present in which the Superintendent talked about the high demand for electrical lineman adding that the starting salary for a power lineman was \$40,000 a year. Dr. Oxendine asked if this was open to females. Superintendent Johnson replied yes.

## VII. ACTION AND DISCUSSION AGENDA COMMITTEE REPORTS

## A. 11:20 AM -- STUDENT LEARNING AND ACHIEVEMENT COMMITTEE (Mr. JB Buxton, Chair and Dr. Olivia Holmes Oxendine, Vice Chair)

- Action on First Reading
  - a. SLA 1 – Revise Standards for Mathematics (4th Level)
    - It is recommended that the State Board of Education approve the Mathematics content area to move forward with the revision process as outlined in SCOS-002.
    - Mr. Buxton noted a thorough discussion on this item on Wednesday.
  - b. SLA 2 – Revise Standards for Information and Technology (K-12)
    - It is recommended that the State Board of Education approve the Information and Technology content area to move forward with the revision process as outlined in SCOS-000.
    - Mr. Buxton noted a thorough discussion on this item on Wednesday.
- Action
  - a. SLA 3 – State Board of Education Policy Amendment: Advanced Courses Satisfying Graduation Requirements (GRAD-008)
    - It is recommended that the State Board of Education approve the Information and Technology content area to move forward with the revision process as outlined in SCOS-000.
    - Mr. Buxton noted a thorough discussion on this item on Wednesday.
  - b. SLA 4 – State Board of Education Policy Amendment: Course for Credit (CCRE-001) (Technical Correction)
    - It is recommended that the SBE approve the technical corrections to the Course for Credit (CCRE-001) Board policy.
    - Mr. Buxton noted a thorough discussion on this item on Wednesday.
- New Business
  - a. State Assessment Update
    - Mr. Buxton noted that there was a good conversation around test reduction and anxiety of testing.
- Issues Session

- Mr. Buxton noted a wonderful presentation around reading achievement in our state.
  - a. WolfPack Works
    - Mr. Buxton noted a wonderful presentation around early reading from WolfPack Works.
  - b. NC Education Foundation
    - Mr. Buxton noted a great presentation from the NC Education Foundation who presented their recommendations around early childhood supports and our on-ramp into kindergarten through third grade or age eight. To improve reading proficiency by third grade.
  - c. ExcelinEd
    - Mr. Buxton noted a wonderful presentation from ExcelinEd who presented recommendations on improving implementation for better reading proficiency.
- B. 11:30 AM -- EDUCATION INNOVATION AND CHARTER SCHOOLS (Ms. Amy White, Chair and Mr. Wayne McDevitt, Vice Chair)
- Action
    - a. EICS 1 - Charter School Enrollment Growth Requests for State Board of Education Approval
      - The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment and grade expansion requests.
      - Ms. White noted a thorough discussion on this item Wednesday.
    - b. EICS 2 - Charter Schools Annual Report
      - The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment and grade expansion requests.
      - Ms. White noted a thorough discussion on this item Wednesday.
    - c. EICS 3 - 2018 Charter School Acceleration Recommendations
      - Ms. White noted a thorough discussion on this item Wednesday.
      - Ms. White noted that the Charter School Advisory Board (CSAB) recommended to the State Board for three of the four schools to move forward on an accelerated process so that they can open in the fall of this coming year.

1. CFA – Community Public Charter – Gaston County
2. Hobgood Charter Academy – Halifax County
3. Pocosin Innovative Charter – Washington County

- Discussion

- a. EICS 4 - Charter School Renewal Recommendations

- Ms. White noted a thorough discussion on this item Wednesday.
    - This item will return next month for action.

- b. EICS 5 - Discovery Charter's Request for Temporary Relocation and Enrollment

- Ms. White noted a thorough discussion on this item Wednesday.
    - This item will return next month for action.

- c. EICS 6 - Report to the General Assembly: Career and College Promise and Cooperative Innovative High Schools

- Ms. White noted a thorough discussion on this item Wednesday.

C. 11:40 AM -- BUSINESS OPERATIONS COMMITTEE (Mr. Alan Duncan, Chair and Mr. Todd Chasteen, Vice Chair)

- Action on First Reading

- a. BSOP 1 – Local School Administrative Units – Teacher Compensation Models – Full Budget Approval

- Mr. Duncan noted a thorough discussion on this item on Wednesday adding that a re-development occurred after Dr. Tomberlin's presentation.
    - Mr. Duncan added that they would revisit the recommendation after Dr. Tomberlin made brief comments.
    - Dr. Tom Tomberlin shared that on Wednesday evening one of the grantees reached out to him about some confusion around the funding model from Bertie County. In the report, Bertie County partnered in the second year with North Hampton. Dr. Tomberlin referenced the chart on eboard noting the spike in their funding request in year two.
    - Their argument was that the ADM of North Hampton should be included in the calculation in the dispersal of funds to account for that partnership. Dr. Tomberlin looked at the numbers and stated that would increase their funding to about \$157,000 for that year. Then they would have to re-allocate the funds to the other grantees based on that. That would make them the largest share of that \$500,000. Dr. Tomberlin shared that they gave each of those districts \$50,000 in non-recurring funds outside of the scope of their proposal. Dr. Tomberlin suggested that if Bertie County used that \$50,000 in

year two, it would more than cover the adjusted amount if DPI re-adjusted the model that was above the underfunding amount. Moreover, they could use that \$50,000 in that way to include North Hampton in their year two project.

- Mr. Duncan noted that in the future it needs to be explicit in the application as well as, students being affected in the application process. Dr. Tomberlin pointed out it was included in the narrative, but they only received an application request from Bertie County.
  - Dr. Tomberlin recommended option 1 and added that he felt that the LEAs preferred option 1. He asked the Board should he go back and recalculate the year 2 and bring it back to the Board for approval. Dr. Tomberlin will bring back three options next month to the Board for approval.
  - Mr. Duncan noted that the committee withdraws the original recommendation at this time and come back next month to present the three options.
- b. BSOP 2 – SBE Policy Amendment (ALOT-003): Amendment for Digital Learning Initiative (DLI) K-8 Digital Literacy
- It is recommended that the State Board of Education approve the policy amendment to distribute funding to school districts and charter schools. Please see the attachments: Attachment – PRC0X0 Policy Update.
  - Mr. Duncan noted a thorough discussion on this item Wednesday.
- Action
    - a. BSOP 3 – Amendment to SBE Policy (CNTR-002) and Intent to Contract Procedures
      - It is recommended that the State Board of Education approve the amendments to the SBE Policy (CNTR-002) and the Intent to Contract procedures.
      - Mr. Duncan noted that this item was removed from the agenda and moved to next month's agenda.
  - Update on Contracts
    - Mr. Duncan noted that the contracts were available for review and/or questions.
- a. Executed Contracts Report – February 2019
- b. Planned Contracts Report – February 2019

D. 11:50 AM -- EDUCATOR STANDARDS AND PRACTICE (Dr. Olivia Oxendine, Chair and Ms. Amy White, Vice Chair)

- Action on First Reading
  - a. ES & P 1 – State of the Teaching Profession Report
    - This item is being presented for Action on First Reading at the February 2019 SBE meeting.
    - Dr. Oxendine noted a thorough discussion on this item on Wednesday.
  - b. ES & P 2 – SBE Policy Amendment – (New Policy): In Field/Out of Field – ESSA Federal Policy Removed from LICN-001
    - Dr. Oxendine noted that this item was moved to discussion and will return to PEPSC further discussion and consideration.
    - This item will return next month for action.
- Action
  - a. ES & P 3 – SBE Policy Amendment - LICN-001: Licensure for Out-of-State Teachers
    - Dr. Oxendine noted a thorough discussion on this item on Wednesday.
    - The Board suggested that they ask PEPSC to come up with a monitoring plan and bring back to the Board next month.
- Discussion
  - a. ES & P 4 – SBE Policy Amendment - LICN-003: Math Content Exam for Licensure
    - Dr. Oxendine noted a thorough discussion on this item on Wednesday.
    - This item will return next month for action.

VIII. 12:00 PM -- CONSENT AGENDA

- Chairman Davis moved to the Consent agenda. Noting that these items had either been before the Board in a prior month for discussion a prior month and are not complex or not contentious items.
- Chairman Davis noted that Board members had seen these Consent agenda materials for a least a week. Chairman Davis asked for a motion to approve the consent agenda item for EICS 7 - 10 and BSOP 4 on the Consent Agenda and ask Dr. Townsend-Smith to call the roll to capture the vote.



- Mr. Buxton recused himself from discussion and voting on EICS 8.
- Chairman Davis noted that SLA 4 had been removed from the agenda and would be on the agenda next month.

Motion made by: Amy White

Motion seconded by: Patricia Willoughby

Voting

Eric Davis - Yes  
 Dan Forest - Yes  
 Dale Folwell - Yes  
 Patricia Willoughby - Yes  
 Dr. Olivia Oxendine - Yes  
 Amy White - Yes  
 Alan Duncan - Yes  
 JB Buxton - Yes  
 Jill Camnitz - Yes  
 James Ford – Yes

The motion passed.

#### A. EDUCATION INNOVATION AND CHARTER SCHOOLS

- EICS 7 - Queen's Grant Community School and Matthews Charter Academy's Request to Adopt an Articulation Agreement
- EICS 8 - Hope Charter and PAVE SE Raleigh's Request to Adopt an Articulation Agreement
- EICS 9 - Kaleidoscope Charter High School's Request to Adopt an Articulation Agreement
- EICS 10 - Eno River Academy's Request to Adopt an Articulation Agreement

#### B. BUSINESS OPERATIONS

- BSOP 4 – Certification of NC LEA Finance Officers

#### IX. 12:15 PM -- ACTION ON FIRST READING AND ACTION VOTING

- Chairman Davis asked for a motion to approve the following items
  - SLA 1 - 4, BSOP 2, EICS 1 & 3 , and ES & P 1
  - The motion was unanimous.

Motion made by: Dr. Olivia Oxendine

Motion seconded by: Ms. Jill Camintz

Voting

JB Buxton - Yes  
 Dr. Olivia Oxendine – Yes  
 Jill Camintz - Yes  
 Amy White - Yes  
 Patricia Willoughby - Yes  
 James Ford - Yes

Dale Folwell - Yes  
Dan Forest - Yes  
Alan Duncan - Yes  
Eric Davis -Yes

The motion passed.

Approval of Meeting Minutes

1. January 6 - 7, 2019 Meeting Minutes
  2. January 18, 2019 Executive Committee Meeting Minutes
- Chairman Davis asked for a motion to approve EICS 2.

Motion made by: Amy White

Motion seconded by: Dr. Olivia Oxendine

Voting

JB Buxton - Yes  
Dr. Olivia Oxendine - Yes  
Amy White - Yes  
Patricia Willoughby - Yes  
James Ford - No  
Dale Folwell - Yes  
Dan Forest - Yes  
Alan Duncan - No  
Eric Davis -Yes

The motion passed.

A. STUDENT LEARNING AND ACHIEVEMENT COMMITTEE - just make sure you remove any that were not a part of the motion

- Action on First Reading
  - a. SLA 1 – Revise Standards for Mathematics (4th Level)
  - b. SLA 2 – Revise Standards for Information and Technology (K-12)
- Action
  - a. SLA 3 – State Board of Education Policy Amendment: Advanced Courses Satisfying Graduation Requirements (GRAD-008)
  - b. SLA 4 – State Board of Education Policy Amendment: Course for Credit (CCRE-001) (Technical Correction)

B. BUSINESS OPERATIONS

- Action on First Reading
  - a. BSOP 1 – Local School Administrative Units – Teacher Compensation Models – Full Budget Approval

- b. BSOP 2 – SBE Policy Amendment (ALOT-003) : Amendment for Digital Learning Initiative (DLI) K-8 Digital Literacy

- Action

- a. BSOP 3 – Amendment to SBE Policy (CNTR-002) and Intent to Contract Procedures

#### C. EDUCATION INNOVATION AND CHARTER SCHOOLS

- Action

- a. EICS 1 - Charter School Enrollment Growth Requests for State Board of Education Approval
- b. EICS 2 - Charter Schools Annual Report
- c. EICS 3 - 2018 Charter School Acceleration Recommendations

#### D. EDUCATOR STANDARDS AND PRACTICE

- Action of First Reading

- a. ES & P 1 – State of the Teaching Profession Report
- b. ES & P 2 – SBE Policy Amendment – (New Policy): In Field/Out of Field – ESSA Federal Policy Removed from LICN-001

- Action

- a. ES & P 3 – SBE Policy Amendment - LICN-001: General Licensure Requirements: Licenses for Out-of-State Teachers

#### X. 12:45 PM -- CHAIRMAN'S REPORT/COMMENTS

- Chairman Davis thanked all the staff and presenters for this February 7, 2019 meeting.

##### A. Mr. Eric Davis

#### XI. 1:15 PM - Lunch/Adjourn

- Chairman Davis asked for motion to adjourn.

Motion made by: JB Buxton

Motion seconded by: Patricia Willoughby

Voting

Eric Davis - Yes

Dan Forest - Not Present

Dale Folwell - Yes

Patricia Willoughby - Yes

Dr. Olivia Oxendine - Yes

Amy White - Yes

Alan Duncan - Yes

JB Buxton - Yes

Jill Camnitz - Yes  
James Ford - Yes

The motion passed.

DRAFT