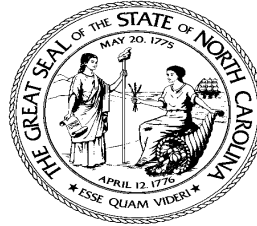


**March 6, 2019  
State Board of  
Education Meeting  
Minutes**



**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  
Dan Forest, Lieutenant Governor  
Wayne McDevitt, Western Education Region  
Reginald Kenan, Southeast Education Region  
Dr. Olivia Oxendine, Sandhills Education Region  
Jill Camnitz, Northeast 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  
Freebird McKinney, Burroughs Wellcome Fund NC Teacher of the Year Advisor  
Lisa Godwin, Burroughs Wellcome Fund NC Teacher of the Year Advisor  
Tabari Wallace, NC Wells Fargo Principal of the Year Advisor  
Dr. Janet Mason, SBE Superintendent Advisor

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

I. Call to Order

1. Chairman Eric Davis

- Chairman Davis called the State Board of Education (SBE) meeting to order. He welcomed all to the March 6, 2019, meeting of the North Carolina State Board of Education.
- 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 will vote on its Action items.
- The State Board's vision is that "Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged in productive citizen through access to needed resources and rigor." As such, this board fully supports and joins the Governor and Superintendent in their announcement last week, of March 2019 as Students@Work<sup>sm</sup> Month. We look forward to the continued partnership with the North Carolina Business Committee for Education (NCBCE) as its mission focuses on ensuring that every student in North Carolina graduates from High school ready for life and work in a global society much in line with the Board's stated priorities outlined in the approve strategic plan.
- 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.

## II. Approval of the Agenda for March 2019

### 1. March 6 - 7, 2019

- Chairman Davis asked for a motion to approve the March 6-7, 2019, agenda.
- He asked Dr. Townsend-Smith to call the roll to vote on the approval of the agenda.

Motion made by: JB Buxton

Motion seconded by: Patricia Willoughby

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

Jill Camnitz - Not Present

James Ford - Not Present

## III. ACTION AND DISCUSSION AGENDA COMMITTEE REPORTS

## IV. 10:05 AM -- EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE (Ms. Amy White, Chair and Mr. Wayne McDevitt, Vice Chair)

- Chairman Davis recognized Chair Amy White for the Education Innovation and Charter Schools Committee.

1. Action

a. EICS 1 – Renewal Recommendations for Charters Expiring 2019

- It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.
- Ms. White began by categorizing the charter school recommendations by renewal term. She shared and referenced a spreadsheet which summarized the Charter School Advisory Board's (CSAB) recommendations.
- Ms. White referenced State Statute 115C-218.6 which says "the State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of ten years unless one of the following applies:
  1. The charter school has not provided financially sound audits for the preceding three years;
  2. The charter school student and academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of schools; and
  3. The charter school is not at the time of a request for renewal of the charter substantially in compliance with state law, federal law and the school's own bylaws.
- Ms. White recognized Mr. Steven Walker to present this item.
- The Charter School Advisory Board recommended a ten-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)

- Ms. Camintz asked for clarity on the two alternative high schools and three-year renewals. Mr. Walker replied that it has to do with the accountability model that has to be renewed and not the charter itself.
- Mr. Duncan asked if there was a requirement for a 10-year renewal or were there other alternate number of years for a renewal period for the two alternative high schools? Mr. Walker replied that he did not believe there was a statutory requirement.
- Mr. Walker stated that under the State Board of Education policy, the alternative schools would qualify for a 10-year renewal. The policy states that if it is an alternative school, there is discretion to make a decision based on the approved accountability model rather than comparability with the LEA. Mr. Duncan asked about the Board's flexibility if the Board chose to exercise it. Mr. Walker replied, in his opinion, the Board did have flexibility unless the statute says otherwise. Mr. Walker stated that it was prudent for the Board to follow the policy it set out.
- Mr. Duncan asked about the Research Triangle High School, performance grade of "D," growth was not met and added it would be helpful to get some explanation from the Charter School Advisory Board's thought process. Mr. Walker replied that based on their previous three-year growth, CSAB recommended the 10-year renewal based on the statute because there were no financial compliance issues and the school had exceeded the grade level proficiency of the LEA the last three years. In CSAB's opinion, statutorily, a 10-year renewal recommendation is warranted.
- Mr. Duncan also asked about Quest Academy which did not meet expectations and had a school performance grade of "A." Mr. Walker replied that over the last five years the school had a school performance grade of "A." He added they had discussions with SAS on how proficiency and growth were measured together. Mr. Duncan asked about Cardinal Charter's growth scores pattern. Mr. Walker replied that CSAB had met with them several times about their growth scores. They statutorily meet the requirements for a ten-year renewal.
- Ms. Camintz commented about Commonwealth and Stewart Creek noting that she would feel more comfortable if they were looking at recommendations of less than 10-years for the schools.
- Mr. Buxton commented about Research Triangle Charter's and Pioneer Springs grade-level performance. He specifically asked if financial issues were raised or resolved which placed them in either a 7-year or 10-year renewal? He also stated that he still had trouble reconciling performance with a 10-year renewal even with an alternate model, especially when the Board talks about potentially not renewing one other charter. Mr. Walker responded that Stewart Creek and Commonwealth had approved alternative accountability models and they were dropout prevention schools. The graduation rates reflects the schools having 289 students obtaining high school diplomas.
- Ms. Willoughby reiterated that the Board has the responsibility for this and sets the policy. The statute allows the Board to do what they think is right for students and she wants to ensure that this responsibility was not lost in this conversation.
- Ms. White talked about Commonwealth and Stewart Creek and noted that she had lengthy conversations with advocates of those schools. Many good things were accomplished, and perhaps there should be better oversight instead of a 10-year renewal. She referenced the chart on eBoard under grade level proficiency and noted that Commonwealth was at 9.3% and Stewart Creek was at 34.8%. Students attending these schools were significantly behind before they ever chose to reengage and have an option to graduate. She asked the

Board to continue its review of this information.

- Based on performance data, she suggested a 7-year renewal for Stewart Creek and 5-year renewal for Commonwealth giving them the opportunity to continue to do their work. These recommended renewal terms would allow them to go back, make adjustments, and recruit more students. More importantly, go back and do what they said they were going to do in their charter, which was to graduate students.
- Ms. Willoughby shared that she had visited several of these schools and indicated that she was very supportive in what they were doing and recognizes the difficulty; in particular, at Commonwealth. She did not think there was anything wrong with having a five-year charter rather than ten.
- Mr. McDevitt commented about the 3-year review of the alternative accountability model and asked for a brief description. Mr. Walker replied that every charter school is reviewed every year. CSAB brings every school that is low-performing in for an interview to hear their plans on how they were no longer going to be low-performing. Specifically, to the three-year review, on the accountability model, his understanding was it goes through Accountability and not through the CSAB. Accountability and the school work on it, then it is presented to the State Board.
- Chairman Davis commented that given the unique nature of Commonwealth and Stewart Creek, that perhaps the Board could consider an additional requirement on the renewal. That they come before CSAB each year or some other type of monitoring mechanism, to present accountability data and do more than just a standard process, in particular for these two schools to ensure that they are getting the needed support.
- Ms. White asked for additional feedback on the 7, 5, and 3-year renewal schools.
  - A seven-year renewal was recommended for:
    - Pioneer Springs Community
    - Bradford Preparatory School
  - A five-year renewal was recommended for:
    - The Capitol Encore Academy
  - A three-year 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 recommended for:
    - Charlotte Learning Academy
- Ms. White stated that one school was up for action this month for a non-renewal - Charlotte Learning Academy. Based on the financial data they have received caution and operating under a deficit. They were 41% below the local district in comparable test scores. They have a school performance of an "F." Grade level proficiency was 17.9% of students on grade level - three years of not meeting growth. The graduation rate for the 4-year cohort was at 73%, and the 5-year cohort was 93.5%. They had received a copious amount of

advocacy of information about this school, and some of the positive things experienced by students and parents.

- Mr. Ford asked when the policy was created for charters as alternative schools. Mr. Walker replied three or four years ago. Mr. Ford asked if Charlotte Learning Academy initially had an option to become an alternative school. Mr. Walker replied that he did not think it was an available option when they applied.
  - Mr. Ford stated that as the Board tries to reconcile the discrepancy between those charters up for 10-year renewal and special circumstances - It appears that those special circumstances were not around when they originally filed for charter. Mr. Ford wanted to know if some provision could be made for Charlotte Learning Academy. The measurable data was not something to celebrate, but there are good things were happening. He wondered the alternative condition could be offered to them outside the offer at the original date of their charter. Mr. Walker replied that the CSAB's thought was that this school did not fit under the alternative accountability model policy.
  - Mr. Walker outlined that if a charter school is not a residential school or a dropout prevention school, they do not qualify for an alternative accountability model. Charlotte Learning Academy's proficiency 17.9% and they have not met growth for three years. He wondered if those students were better off somewhere else? Mr. Walker added that the passion was there for the school and that there were good people at the school who want to see the school succeed, but they were not getting it done. Overall, Mr. Walker's biggest concern was that the CSAB is presented renewal school every year, and if this school was not a non-renewal, he does not know if non-renewal school would be successful again. The renewal process would not mean anything and would be doing a disservice to the charter school movement as well as to the students in charter schools. Mr. Ford clarified that he did not want this to be mistaken as an argument for perpetually low-performing schools, be they charter or district schools.
  - Mr. Ford asked if Stewart Creek and Commonwealth were exemplary examples of they getting results with that population? Ms. White responded that those two were dropout prevention schools aimed only at high school students who can no longer function in a traditional public school environment. 100% of students in both schools were high school dropouts.
  - Mr. Ford asked about the charter operator for the schools. Mr. Walker replied that it was a non-profit cooperation that partners with an Education Management Organization, called Accelerated Learning Solutions.
  - Ms. White stated because of the amount of discussion on low-performing schools, that if these schools were in an Innovative School District, they would have indeed met the same criteria as certainly our school in Wayne County.
  - Mr. McDevitt asked that assuming the Board agrees with this recommendation, what was the plan, when would the decision become active, and what was the transition plan for students? Ms. White replied that the Office of Charter Schools has a closure process and procedure. Once this Board makes a decision, the school is notified, and specific protocol followed. Mr. Walker replied that the current charter expires on June 30, 2019.
- EICS 2 - Discovery Charter's Request for Temporary Relocation and Enrollment Reduction
    - The Charter Schools Advisory Board recommends approval of this amendment.

- Ms. White reminded the Board that they discussed this item last month.
- Mr. Machado was recognized to present this item.
- Mr. Machado shared that the school was seeking a temporary relocation for two years to a site approximately nine miles south of the planned permanent facility. Discovery Charter is currently in litigation about its permanent facility and is forced to open in a temporary facility. The chosen temporary facility (already approved for school use) is convenient to the targeted northern Durham community, and was previously occupied by another charter school and is move-in ready.
- The permanent facility is located at 501 Orange Factory Road, and the temporary facility is located at 1305 W. Club Blvd in Durham. The distance between the two locations is approximately ten miles.
- In addition to the relocation, Discovery Charter is seeking to reduce enrollment based on the new facility's capacity. The temporary facility is not large enough to allow Discovery Charter to open with the projected 352 students. The school, therefore, requests a reduction in enrollment.
- Ms. Camintz commented that she would like to see an impact statement in the future on all the schools. Mr. McDevitt added some clarification as to what the Board was allowed to consider. His observation was that impact statements slowly went away. He suggested that they look at ways to mitigate impact and to consider some of those in the broader sense to minimize the impact with some time of transition that allows LEAs to be held harmless for a while.
- Mr. Ford referenced Discovery Charter's transportation plan consisting of a couple bus depots. He asked if there was any way to measure whether that was adequate or an equal measure to make sure that all students who want to attend the school had access in that transportation model. Mr. Machado replied that cluster stops was announced to the public. If transportation was a barrier, the school must meet the need.
- Mr. Duncan asked if this was a strict two-year requirement. Mr. Machado replied that the lease agreement for the temporary site would then go year to year and they have a contingency plan. Mr. Duncan asked about a permanent location which was not the intended permanent place. Mr. Machado replied no, there was not a requirement that it comes back in two years if they were not ready to move into the permanent site. That could be added to the requirement.

2. EICS 3 - Joint Legislative Education Oversight Committee (JLEOC) Report: Innovative School District (ISD) Program Evaluation Design

- It is recommended that the SBE receive this report for submission to the JLEOC.
- Ms. LaTeesa Allen presented the evaluation of the Innovative School District (ISD) program.
- She reminded the Board that this information was shared in January by Dr. Trip Stallings from the Friday Institute.
- Ms. Allen noted that because this was the first year of operation for the ISD, this was not an evaluation of the implementation and effectiveness, but a report of the design of the evaluation.

- She shared the background of the ISD and the areas of focus from the report.
- She also shared that they will look at enrollment of each school, the admissions process, achievement data, academic progress, student discipline data, best practices, other information that is considered appropriate by the ISD superintendent, State Superintendent, and State Board of Education.
- She noted the external evaluation logic model and referenced appendix A on measurement outcomes.
- Mr. Buxton asked about the \$100,000 for the evaluation model and what would not be included in the evaluation given the highlight of additional funding to complete a full evaluation. Ms. Allen replied that the qualitative side will be the missing component.
- Dr. Oxendine asked about a short-range plan to reopen the media center at Southside Ashpole. Ms. Allen replied they were aware of the needed repairs and recently had conversations with the district to make the repairs and ultimately reopen the media center.

### 3. Discussion

#### a. EICS 4 - 2019 Proposed Charter School Application Timeline and Process

- The Office of Charter Schools and the NC Charter Schools Advisory Board recommends that the State Board of Education approve its recommendation on the proposed 2019 application timeline and process.
- Mr. Machado shared the SBE policy regarding approval of applications.
- The current timeframe can be challenging and moving up the timeline 30 days gets applications to the Board sooner so that the schools can get approval responses.
- Mr. Machado stated that if a school requested accelerated in their application and they do not qualify, they will not be put into the regular pool of applicants.
- He shared some of the new dates:
  - The application would open up on June 3, 2019
  - Fast Track replication application due July 29, 2019
  - Regular application due August 26, 2019
  - October CSAB Fast Track applications is presented to the Board (approval must be given 120 days of application submission)
- He noted that accelerated applications receive a priority review.
- Mr. Buxton asked for clarity on the acceleration school approval process and the requirement to have a weighted lottery. Mr. Machado replied no, they must have a facility and demonstrate a need for the charter. He outlined that the CSAB does an excellent job having applicants prove that they are going to meet that need. With the Charter Schools Program (CSP) grant for a new school - to get that money, applicants must have a weighted lottery.
- Dr. Oxendine wanted to know how many fast track applications were operational. Mr. Machado replied none since he has been with the department in the last three years.



- Ms. Willoughby commented with all of the nuances on these charters, and the Board may want to make this an issues session referencing these issues. Mr. McDevitt summed up that there were applications for new charters, renewals, replications, accelerated fast track, expansions and reductions, acquisitions, amendments to the charters, conversions, revocations, alternative schools, they have brick and mortar schools, online virtual, overlapping and different timelines, a planning year, accelerated applications, and then they have all the others to make sure that aligns. Governance issues, financial issues, fiscal issues, access issues in terms of the lottery, transportation, nutrition, performance indicators, a process to make sure that innovation was there, review timeframe, assuring that they get before CSAB, interviews, due process, litigation. They also make sure that there was flexibility in all of that listed.
  - He also elevated the issue of monitoring and oversight in that kind of environment. Mr. McDevitt added that the issues session should include the different types of applications and overlapping timelines. Mr. Machado added risk assessment and monitoring. Ms. White wanted to know the number of staff employed in the Office of Charter Schools. Mr. Machado replied there are 185 schools which provides oversight consisting of six consultants, himself, and an administrative assistant.
4. 11:25 AM -- BUSINESS OPERATIONS COMMITTEE (Mr. Alan Duncan, Chair and Mr. Todd Chasteen, Vice Chair)
- Chairman Davis recognized Chair Alan Duncan for the Business Operations Committee.
- a. Action on First Reading
- a. BSOP 1 - Hurricane Florence Relief -State Funds for School Nutrition Loss
    - It is recommended that the State Board of Education approve the modification to the allotment policy and the School Nutrition reimbursement.
    - Mr. Duncan recognized Ms. Alexis Schauss to present this item.
    - Ms. Schauss stated that this was the modification to an allotment policy that the Board recently approved and was related to the Hurricane Florence relief money. Previously the allotment category only included the \$6.5 million that was appropriated by the General Assembly for compensation reimbursement for school nutrition employees.
    - In December the General Assembly passed a bill that included \$1.5 for reimbursement of school nutrition equipment and food loss that occurred during Hurricane Florence.
    - Staff in the School Nutrition section reached out to the affected school districts and received their requested reimbursement as well as supporting documentation. School districts cannot be reimbursed for items reimbursed by other means, such as Federal Emergency Management Agency (FEMA), insurance, or the Red Cross.
    - Out of \$1.5 million, they expect to use just under \$876,000. Unused funds will revert to the general fund.
    - Ms. Godwin thanked the School Nutrition section for personally helping her school and district with meals during that time and added that it fed the souls as well as the minds of our students.
5. BSOP 2 – NC Project AWARE/ACTIVATE Grant

- It is recommended the State Board of Education approve this item with Action on First Reading to allow distribution of funds to the three pilot LEAs (Cleveland County Schools, Rockingham County Schools, and Beaufort County Schools).
- Dr. Matt Hoskins was recognized to present this item.
- Dr. Hoskins shared that Project Activate is funded through the U.S. Department of Health and Human Services (specifically - substance abuse and mental health services). This grant was specifically for departments like DPI in partnership with state mental health agencies.
- He stated that this had been a culmination of long-standing work of the North Carolina School Mental Health Initiative. The goals and objectives were the results of a broader and much more extensive work.
- Project AWARE grants are designed to help state and local education agencies:
  - Increase awareness of mental health issues among school-age youth;
  - Train educators and other youth-serving adults to detect and respond to mental health issues;
  - Connect children, youth, and families who may experience behavioral health issues with appropriate services
- Mental Health and substance abuse services across North Carolina tend to be fragmented and shared the primary grant-related activities:
  - Increase knowledge and effective practice of all school staff in recognizing and responding to student mental health needs;
  - Implement universal prevention activities within a Multi-Tiered System of Support;
  - Increase the number of at-risk students receiving supplemental mental health and substance use supports within a Multi-Tiered System of Support; and
  - Improve coordination and sustainability of mental health supports and services through increased family and community agency engagement
- He shared the funding and criteria of how partners were selected. Readiness and willingness to collaboratively work with the state. Readiness = Motivation x General Capacity x Intervention Specific Capacity.
- They developed these criteria based on three factors:
  - Size and diversity of the student population matching the state profile (90 of the 115 traditional NC LEAs have fewer than 15,000 students),
  - Epidemiological evidence of need related to grant outcomes, and
  - Geographical distribution.
- Invitations were sent out across the state, and 17 LEAs responded and participated in the survey.

- He shared the sites that were selected based on the selection criteria to participate in the NC AWARE-SEA application.
  - Cleveland County, Rockingham County, and Beaufort County
- He then introduced Dr. Lauren Holahan to describe the requirements and rationale associated with the allotment formulas.
- Dr. Holahan shared that NCDPI and NC DHHS awarded 8.8 million dollars over five years (September 30, 2018 – September 29, 2023.)
- She shared the categories by which they reported and referenced the chart with each group and what was involved in each.
- Dr. Holahan stated that the service allocation and the infrastructure allocation were quite comparable.
- Dr. Holahan also talked about sustainability:
  - ~15% of funds allocated at the state level
  - Historical support of state-level infrastructure development without grant funding
  - Resources from Exceptional Children, Standards Curriculum Instruction, Integrated Academic and Behavior Systems, Center for Safer Schools
- Project Activate - Developing a roadmap to efficient infrastructure
  - Allocation of resources toward prevention and promotion
  - Reduced redundancies and fragmentation of services
  - Increased capacity with state and local staff to provide training / technical assistance
  - Effective/efficient data collection and analysis practices
  - Enhanced collaboration with community-based support
- Dr. Holahan discussed the local sustainability of services:
  - Increased opportunities for Medicaid reimbursement
  - Development of collaborative partnerships and MOAs with community providers
  - Potential school safety grant funding
- She also shared that they were carefully tracking the impact of expanded Medicaid reimbursement. North Carolina's State Medicaid plan was recently amended so that North Carolina LEAs can now access reimbursement for additional plans outside of individual education programs.
- Ms. Willoughby commented that she liked the emphasis on the whole child model, collaboration with families and communities, and more support staff. Typically, when these grants are awarded, which LEAs applied and did not get them is supplied to the Board. Dr. Holahan replied they would provide that information to the Board. Dr. Hoskins responded 17 sites engaged in the pilot and eight submitted data which included Chapel Hill, Jackson County, Charlotte-Mecklenburg, Thomasville City, Cleveland County, Rockingham, Beaufort, and Buncombe.
- Ms. Willoughby asked if they considered using the Youth Risk Behavior Survey (YRBS) data in making the selection? Dr. Holahan replied that they used epidemiological

data and that YRBS data was part of that.

- Dr. Oxendine asked about the meaning of trauma informed schools. Dr. Hoskins replied that when students exhibit mental health issues in some situations that were a result of a wide variety of traumas that they could have experienced from childhood. The types of supportive factors that a student has and the types of shock that they had in life can lead to a child to become more at risk for adverse mental health outcomes. Dr. Oxendine replied that it needs clarity.
- Dr. Holahan talked about adverse childhood events and being informed by how those events impact learning, socialization. She added that it was the adults being informed.
- Mr. McKinney commented on the importance of trauma-related students and that ACES was a way to look at school safety and a foundational way to change the school culture.
- Mr. Ford commented about the mental health disparities and asked if there was a way that this approach is built on the foundation of racial and cultural diversity? Dr. Holahan stated that the selection criteria ensured that they had representative ethnic diversity of the state. They tried to match the state averages with the three LEAs selected and were confident about the difference and distribution in those three LEAs. They will also do a round of staff training in cultural confidence and awareness and were thinking about any blind spots. Mr. Ford also asked if he could see the disparity statement? Dr. Hoskins replied yes.
- Mr. Buxton commented about sustainability and asked if they were asking the partnering LEAs to take on more of this work as the grant moves, while they were starting to build their budgets or were they pushing the money out as a test. Dr. Holahan replied that transitioning of the fiscal responsibility to the LEAs was not something they had described in the proposal but is absolutely part of the work they will do.
- Chairman Davis asked if a metric or a set of data was used to help make decisions? He added that the Board would like to see the data to see how it was applied to help them understand and to make an informed decision. He also asked after the grant ends, what does that infrastructure look like that will endure beyond the grant? Dr. Holahan replied that these three LEAs would get the resources to build an infrastructure and then over the course of the five years, the transition to replacing the Substance Abuse and Mental Health Services Administration (SAMHSA) funding with the state, local, Medicaid. Chairman Davis asked what that infrastructure was? She added that in terms of the budget there was a local mental health director. Right now, it was 1.5 FTE for each of those LEAs. Chairman Davis asked if infrastructure equaled staffing? Dr. Hoskins stated that they are hoping to move to what was known as efficient well recognized public health educational frameworks that were more efficient because they were addressing core supplemental intensive needs instead of just intensives. Currently, they have someone supporting training who will train staff within the district and into the future. Additional infrastructure will be Memorandums of Agreements or Understanding developed with community partners. They will also look at the provision of services within their districts and community to see where gaps were.
- Mr. Duncan commented on a better selection process. Dr. Hoskins replied that they were looking for a sweet spot, but not necessarily better. They wanted people that had started the work and had teams that consisted of school and community partners and were they currently looking at data. They also looked at what was their history of collaboration with state agencies.
- Dr. Oxendine stated that the ideal infrastructure might become so integrated that it becomes part of the structure or part of the fabric. Dr. Holahan replied that it was a beautiful vision

and why they were embedding the work, school, promotion, and prevention was part of what they include in their understanding of school improvement.

- Mr. Willoughby reminded the Board that when Ms. Amanda Bell was the advisor they invited Rockingham County to present their 20-year project where they linked the community mental health services with the school. It was onsite or next door.
- Ms. Willoughby commented about the expansion of Medicaid across North Carolina.
- Mr. Duncan stated that at the end of this process, they would have affected 3 out of 115 LEAs for five years down the road. Some will be advanced, and some will be less advanced. He struggled with sustainability, not just in those three counties but in many other counties.
- Dr. Pitre-Martin replied that they have been working with mental health initiatives for some time. She added that at some point they will come back to the Board with some additional comprehensive updates, also other things that they have been working on such as the Superintendent Mental Health Group and the Whole Child NC.

## 6. Action

### a. BSOP 3 – Local School Administrative Units – Teacher Compensation Models – Full Budget Approval

- The recommendation is for the SBE to approve one of the three (3) funding options.
- Dr. Tom Tomberlin was recognized to present this item.
- Dr. Tomberlin brought back the options for the Advanced Teaching Roles Request for Proposal (RFP). They limited the total request to the budget to three years.
- He stated that option 3 came about from Bertie County that they had not included North Hampton's ADM in the second year. He noted that he had conversations with each district.
- Under option 2, which was flat funding, Halifax County made the argument that given the small size of this, any district should be able to implement, and the scale was not an issue and that everyone should get a flat \$375,000 across the board and they should be able to perform the programs effectively.
- Under option 3, they worked in the additional ADM for Bertie County, Hertford and Lexington City agreed that did not affect their budgets as much and they could live with Option 3. For Halifax County that created a shortfall of approximately \$50,000 for their overall budget raised objections.
- From a percentage perspective, Bertie, Halifax, and Hertford were all funded at roughly 90% of their grant request, and Lexington was funded at 105%.
- He reminded all districts that there was \$50,000 not being considered. When Dr. Tomberlin considers the \$50,000, in Option 1, Bertie County suffers disproportionately, and only 79% of their budget is funded. If they considered the \$50,000 under Option 2, Hertford County would only be funded at 80% of their budget. In Option 3, Lexington City was the only one fully funded with the other three districts being funded at 90%.
- Mr. Chasteen commented that the Bertie, Halifax, and Lexington budgets were relatively the same and Hertford was \$528,000. Dr. Tomberlin stated that each district was

encouraged to write their plan as they saw fit. They were informed that four LEAs would continue under the Request for Proposal (RFP).

- Mr. McDevitt asked which year were they talking about? Dr. Tomberlin stated that the request in year one was this academic year, but will not be able to implement until 2019, but the funding does not revert.

b. BSOP 4– 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.
- Ms. Katheryn Johnston was recognized to present this item.
- She highlighted some critical components for the Board (the reporting and the approval process).
- The Board will receive monthly all intent to contract requests that explains the nature of the upcoming contracts. Intents are for all service contracts requested over \$10,000 for non-IT contracts and over \$25,000 for IT-related contracts.
- Ms. Johnston also shared that monthly there will be approval required by the Board for all proposed contracts over \$1 million. They will bring to the Board for formal approval both services commodities requested over 1 million. After the purchases, the Board will receive all proposed contracts that have been finalized over \$25,000 for services and all commodities purchased for 100,000.
- All corporative purchasing agreements will still be reported to the Board.
- Mr. Duncan noted that some contracts go through a year-long process. She replied that the intent to contract is very early on when the professionals have submitted their request to purchase something or to go through a Request for Proposal (RFP) process. They want the Board to be able to see this on the front end of the process as well as the back end. Mr. Duncan shared the provision on the scope of changes within the contract to facilitate good communication when appropriate to help with the efficiency of contracts.
- Ms. Willoughby asked if they would still need to ask for the accumulative amounts for vendors now when looking at contracts? Ms. Johnston replied yes, there was a provision listed for that also.

c. New Business

a. Bertie County Financial Recovery Plan

- Ms. Alexis Schauss was recognized to present this item.
- She provided an update on the financial health of Bertie County and their financial management processes.
- Between 2014 and 2016 Bertie County took a very swift and significant decline in their financial health and ended up with financial solvency issues and a lack of financial management and oversight which resulted in numerous material weaknesses in addition to violations of General Statute.

- They had a deficit fund balance Over \$700,000 on 25 million in revenues. One year they exceeded their Revenues by over \$1 million. Overpayments and unrealized income of approximately \$1 million. Their budget resolution and amendment processes were out of compliance with state law, and they had material weaknesses in their internal controls resulted in many financial issues.
- She met with the Bertie County leadership, at the time, as well as their County Commissioners, Auditors, and their local Board chair. They were required to submit to the Board a financial recovery plan with a five-year time span.
- They made significant cuts in the personnel area and had made considerable steps in the right direction. They still have a declining membership and have cut their expenditures by 1/3 across the board. They have made significant progress and were in a favorable situation now.
- Ms. Shausss noted that they would continue to monitor annually and added that they do not see the need to continue to update the Board and consider Bertie County to be on stable ground. She noted that Bertie County got a new Superintendent in February 2018, as well as, a new Finance Officer.

d. Update on Contracts

- Mr. Duncan pointed out the executed contracts and planned contracts reports were available on eboard.
  - a. Executed Contracts Report – March 2019
  - b. Planned Contracts Report – March 2019

7. 12:25 PM -- Lunch

- Chairman Davis noted that due to changes in schedule with the General Assembly, he made a slight change in the agenda and asked Ms. Cecilia Holden to come forward to give a brief overview on legislative matters and then break for lunch.
- Ms. Holden stated that things were going at a very fast pace across the way. They have until April 2 for the Senate to file their last bills. She shared an overview of where they were with the session to date. There are 126 K-12 bills; 51 bills are related to calendar flexibility; 5 to school safety; 2 are related to school construction, 1 bill that was related to the Economic and Financial Literacy Act. The agency was allowed to weigh in on this legislation, as well as others.
- She noted that three agency bills were filed so far. One of those was something requested in the last special session, related to the principal pay double bonus. The way the legislation was intended as compared to the way it was written to be interpreted, resulted in about 90 principals across the state not being eligible for a double bonus. The Senate did file a fix which would allow the 90 principals who were subject to receive as much as \$10,000.00. This is within the existing budget, and not an additional allotment.
- Ms. Holden shared one of the agency bills attempts to modify report dates for reports where data may not yet be available, as well as some with duplication of reporting where we are requesting combinations to some reports. We are also requesting repeal of reports that may no longer be applicable.

- She stated of the 126 bills that have been filed, 22 have some sort of reporting requirement.
- May 9, 2019 is the crossover date.
- Ms. Holden noted that the other agency bill has four different items on there:
  1. **State Sales Tax Refund** – currently our districts are not eligible for a State Sales Tax refund. She has partnered with the School Boards Association and the Department of Revenue to compile data to show what impact this will have on the districts. The State Sales Tax Refund has an opportunity to be a significant benefit for the districts across the State if the refund is reinstated in this session. She pointed out the urgency behind trying to get it now is that if they do get school construction money, there would be a lot of money spent across the State for which state sales tax would have to be paid by the districts.
  2. **Class Size Waivers** – there are two additional waivers included. Certain districts that were growing at a pace that was difficult to keep up with classroom needs, and some that were having difficulty in filling those teacher spots with quality teachers. It would give waivers, with hopes that the Board would put some constraints around making sure that it was not just a blanket waiver, but was done with a lot of due diligence, and only granted to those where it was truly a unique circumstance. Mr. McDevitt asked if the limitations would be for this Board to assure that those were in place and not in statute. Lt. Governor Forest asked if the SBE was asking Ms. Holden to change her conversation with the General Assembly right now or if it was something that the Board needs to discuss. Chairman Davis responded that he sees this much like the principal pay and they have an immediate request for immediate action and then they need a longer term solution. They have empowered Ms. Holden to represent the Board’s desire for a solution on the class size issue.
  3. **Flexibility and Textbook Allotment** – They had a lock down on that fund bucket and cannot transfer money out. It can now only be used for purchases of textbook and digital materials. The legislation being requested will also allow this funding to be used to rent textbooks for students taking courses at community colleges and to allow for districts to purchase devices so they can take advantage of online content. Currently many districts do not have one-to-one devices.
  4. **Rule-Making Requirements** for the State Board of Education. In June of last year, the courts ruled that they were subject to rule making and the General Assembly gave the State Board of Education until May 2019 to post temporary rules and until May 2020 to post the permanent rules through the Office of Administrative Hearings. They are requesting that those dates be extended by one year, which will allow them to execute this mission with fidelity and to make sure that they do it right. The State Board does not have a rule-making coordinator which is a common practice across most state agencies that are subject to rule-making. She noted that they are doing it with existing resources today. This is a heavy lift for this agency.

The other piece of the legislation would request that they be exempt from rule-making from licensure specifically. In 2017, the General Assembly made a smart move in putting in place the Professional Educator Preparation Standards Commission (PEPSC). PEPSC is 100% staffed with talent that is appointed by the General Assembly. The State Board can only consider licensure policies that are brought before them by PEPSC. To add rule-making on top of this process would be a heavy lift and actually a third layer. Because there is a fiscal impact, it would require a fiscal note which is about a six month window, in addition to the traditional rule-making process.



5. Ms. Holden noted there is a lot of legislation being filed that also aligns with the State Board's agenda. The decision was made that the General Assembly would file individual bills for many of the items vs. filing an omnibus agency bill. One item was the Education Workforce Innovation Commission which is responsible for giving out grants to increase the Career and Technical Education programs across the state. Currently, the Commission consists of the State Superintendent, State Board of Education Chair, President of the University System, President of the Community Colleges System, Secretary of Commerce, and a few other appointments. There are no designees allowed. This would allow designees because it would be difficult for those members to be present and a quorum is required in order to vote on giving out those grants.
  6. The School Performance Grades – SBE was requesting an extension on the 15-point scale. In addition, the SBE is requesting that the legislation would read that the General Assembly would task the State Board, the State Superintendent and stakeholders to bring back a recommendation of what the school performance indicators and weightings should be to accurately reflect the performance of a school.
  7. Ms. Holden also shared that the Governor came out with his budget today and that it very nicely aligns with a lot of the request that the Board has which was great.
8. 1:25 PM -- SPECIAL COMMITTEE ON DIGITAL LEARNING AND COMPUTER SCIENCES  
(Chair, Lt. Governor Dan Forest and Vice Chair Jill Camnitz)
- a. New Business
    - a. Computer Science Steering Committee and Friday Institute Update
    - Chairman Davis recognized Lt. Governor Forest for the Special Committee on Digital Learning and Computer Sciences.
    - Lt. Governor Forest reminded the Board that they there were many discussions and talks about computer science in North Carolina. He added they needed to put together a specific initiative for computer science. He shared that there were only 20 teachers qualified to teach true computer science in all North Carolina schools. Lt. Governor Forest stated that the general public thinks that they are teaching computer science everywhere because there are 15,000 jobs out there.
    - Lt. Governor Forest stated that they are putting together a robust computer science Initiative for North Carolina. He added that they want to compete with Arkansas. He shared that the process that they are going through right now was to get this implemented as quickly as possible.
    - Lt. Governor Forest introduced Mr. Dave Frye, from the Friday Institute, to present this item.
    - Mr. Frye framed the idea of a computer science initiative building on momentum on current and past successes. He added that NC was part of a national movement.
    - Statewide K-12 Computer Science Initiative: An Interconnected Web and noted five buckets.
      - 
      - Look at what students need
      - Curriculum
      - Community programs
      - Train teachers

- Policies
- What can be done in North Carolina to move computer science forward? He shared some critical data points in NC's computer science education landscape.
  - Just 3 out of every 1000 teachers were computer science teachers.
  - 50% of NC principals consider searching the internet computer science
  - 91% of parents want their kids to learn computer science.
  - Disconnect in terms of gender equity with course enrollment in computer science.
- Mr. Frye reported that there were over 15,446 open computing jobs and graduated 1,561 from computer science programs from our universities.
- He shared the groundwork set up for computer science in NC (2017-19) beginning with summits, legislation, focus groups, data analysis research, policy recommendations, and courses and professional learning.
- A Special Committee on Digital Learning and Computer Science was established in January 2019. He shared some great quotes from Board members and the State Superintendent on this topic. From that committee, an NC Computer Science Steering Committee formed. He then shared the Steering Committee's charge and goals.
  - The Steering Committee members will help lead the process of ensuring high-quality computer science training and education is available to all our North Carolina public school students.
  - The first goal of this Steering Committee will be to vet and present Computer Science standards to the State Board of Education at the end of this current school year (June 2019) Meetings Kickoff Meeting was Feb 18.
  - Next meeting March 18 at NC School of Science and Mathematics.
- Lt. Governor Forest added that looking from a student's perspective, tens of thousands of students that leave high school that go on to college with no understanding of computer sciences and never had a class before, and yet they were expecting them to go out and compete with students from around world who had extensive computer science. The majority of our high school students have nothing. This will be an equalizer for students in North Carolina.
- Mr. McDevitt asked how does it show up on the 15,446 open jobs? Lt. Governor Forest answered some jobs were not listed, so the number was probably higher because of other fields that connected to that number. Nationally that number was around 500,000 jobs. Mr. McDevitt also asked if there was a two-year degree in this field at the community college level? Lt. Governor Forest replied, yes, there were many different kinds of two-year degrees at the Associate level.
- Superintendent Johnson thanked the Lt. Governor for his leadership on this. Also, regarding the open jobs, it did not necessarily mean all Information Technology firms. Technology is embedded in everything now.
- Dr. Oxendine commented that this shows the need for further discussion around the correlation of mathematics.
- Mr. Buxton commented about the different policy issues that the Board may need to fast track on to help advocate for this. Lt. Governor replied that hopefully, the Steering

Committee would come up with all those recommendations that Mr. Buxton mentioned.

- Dr. Mason shared her districts' challenges which were personnel first - finding a teacher who was willing to take the training to teach computer science. - which may be a heavy lift with helping parents correctly understand what types of jobs were out there.

E. 2:00 PM -- STUDENT LEARNING AND ACHIEVEMENT COMMITTEE (Mr. JB Buxton, Chair and Dr. Olivia Holmes Oxendine, Vice Chair)

- Chairman Davis recognized Chair J.B. Buxton for the Student Learning and Achievement Committee.

I. Action on First Reading

a. SLA 1 – 2019 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina – K-12 English Language Arts

- State Board of Education members are asked to review and approve the *2019 Invitation*.
- He recognized Dr. Camilla Fair to present this item.
- Dr. Fair shared an overview of the textbook adoption process. She noted the end goal was to get high-quality instructional materials at the lowest cost so that the districts and schools can benefit from not only cost but also materials and resources have been reviewed by classroom teachers who understand State standards well enough to recognize quality and alignment.
- Some of the work is impacted by public school law - Textbook Publishers' Registry.
- Only registered companies receive notice.
- Publisher are removed if "undue pressure" is exercised toward:
  - State Board of Education
  - Textbook Commission
  - Textbook Evaluation Advisors
  - Department Staff
- Legal and Ethical Considerations
  - "Undue pressure" defined as personal contact to advocate for the selection of a particular book or series of books; and
  - Does not include social contact or presentations or written communication for reconsideration or clarification.
- At no time during the adoption process (from the time the State Board approves the Invitation until the State Board adopts the list of textbooks) may the Commission members, State Board of Education, Evaluation Advisors, or Department staff involved in submission, evaluation or adoption process meet privately with any publishers' representatives.
- Standards of Conduct - They are asking for Action on First Read to:

- Evaluation for alignment to standards
- - § 115C-87. Appointment of Textbook Commission – Recommended by Superintendent – Appointed by the Governor
  - § 115C-88. Commission to evaluate textbooks offered for adoption – Responsible for final evaluations – Presents recommendations to Board
  - § 115C-85. Defines textbooks
  - § 115C-86. Directs the State Board of Education to select and adopt textbooks aligned to the Standard Course of Study
  - § 115C-89. Requires the SBE to develop rules and procedures for publishers to submit bids and sign contracts
- Included in SBE policy
- Described in the Invitation
- She provided the tentative schedule – 2019 Adoption Process.
- Dr. Fair described the textbook Evaluation Criteria and Invitation to submit process.
  - Evaluation criteria aligned to the NC Standard Course of Study developed by DPI content expert staff
  - Evaluation criteria included in the Invitation
  - Commission members and Textbook Evaluation Advisors trained on the use of criteria sheets to determine alignment to Standards
  - They must demonstrate the highest standards of personal conduct.
  - Avoid actual or perceived conflicts of interest
  - Avoid solicitation or acceptance of any actual or promise of favor or reward
  - Allow time for publishers to develop sample materials for the summer evaluations to
  - Allow sufficient time for Commission members to secure the number of teachers needed to serve as Evaluation Advisors
  - Provide an opportunity for adopted materials to be available during 2019-20 school year
- Mr. Ford asked if there was any guidance around including text that has diverse characterization? Dr. Fair replied that she was not aware of anything written. Typically, what happens during the process (when the teachers and commissioners are there), they have a conversation about what that means. There is a training period where the content specialists come and provide training on the criteria.
- Mr. Duncan asked if there was any evaluation for open source materials? Dr. Fair replied that they do have that as a part of the textbook adoption process, but they do have some openly sourced materials. Mr. Buxton asked Dr. Pitre-Martin to address the Open Education Resources (OER) portal. Dr. Pitre-Martin replied that last year they presented to the Board the discussion of modernizing the textbook adoption process. They also brought data that showed that many school districts were not necessarily using textbooks as the preferred sets of material for teaching the North Carolina Standard Course of Study. Two months ago, under the digital learning initiative presentation, they presented a couple of things:
  1. They are introducing an Open Education Resources portal that would have vetted resources that will be a part of home base.
  2. They are taking a different look at other content that was considered through a third-party review process included as part of the review of documents. They will run a dual process for adopting materials.

## 2. SLA 2 - NC State Board of Education (SBE) Framework for Action on Early Reading

- DPI shall present the plan, including timelines for action, to the SBE's Student Learning and Achievement Committee (SLA) at the April 2019 meeting. The Board will take up items for discussion and action at the April and subsequent Board meetings.
- Mr. Buxton provided background information to the Board to date.
- To continue the sense of urgency, he shared the nine priorities of the SBE framework.
- He noted a heavy focus on teacher supports throughout these priorities.
- Dr. Oxendine added that this was a great start and the framework would begin to tie things together while helping to close the achievement gaps across reading.
- Mr. Ford stated that this looks good. He offered some things to consider, like helping district be able to access and understand the impact of what quality assessments were and to be able to engage impact, interventions, quality, M-Class data, measure improvements. He noted that there was a national early literacy panel brief that could be useful to help create definitions for high-quality reading instruction.
- Ms. Godwin promoted birth through 2nd grade front loading and including parents in the process.
- Ms. Willoughby shared her appreciation that this was an explicit priority and looked forward to the action steps and timeline.
- Ms. Camintz spoke about the importance of urgency around priority #6.
- Superintendent Johnson thanked Mr. Buxton and his team adding that this was going in the right direction.
- Mr. Duncan talked about adding writing to this list. He referenced #6 noting that it should be broad across all areas.
- Mr. Wallace commented about #7 and the training. He talked about how the EVAAS data reflects all the difference.
- Mr. Buxton now moved to New Business on the agenda for the Department of Health and Human Services (DHHS) - Early Childhood Education Plans.

## 1. New Business

## a. Department of Health and Human Services (DHHS) - NC Early Childhood Action Plan

- Mr. Buxton introduced Dr. Mandy Cohen, Secretary, NC Department of Health and Human Services.
- She noted that she was looking for an endorsement from the Board.
- She talked about why now when looking at the urgency of investment in early childhood. Dr. Cohen noted that science is what lead her to this point.

- She then shared a short video on the development of a child's brain.
- Three concepts of Adverse Childhood Experiences (ACEs):
  - Abuse
  - Neglect
  - Household dysfunction
- Nurturing the Future: Investing in Early Childhood Development
- She shared the Early Childhood Action Plan and the vision for NC's children.
- All North Carolina children will get a healthy start and develop to their full potential in safe and nurturing families, schools and communities.

Dr. Cohen shared their Guiding Principles

- Children and families are at the center of our work.
  - Brain and developmental science are fundamental.
  - Alleviate inequity to ensure that all of North Carolina's children can reach their fullest potential.
  - Build upon existing strengths and partnerships in early childhood systems.
  - Set bold priorities and achievable goals for North Carolina's young children.
  - Track progress toward all goals, ensuring transparency, accountability, and good stewardship of resources.
- Healthy Children are healthy at birth and thrive in environments that support their optimal health and well-being.

#### **Healthy babies Preventive Health**

Babies, toddlers, young children, and their families will have regular, ongoing access to high-quality health services.

#### **Food Security**

Babies across North Carolina from all backgrounds will have a healthy start in their first year of life.

- NC has the 11th highest infant mortality rate in the country.
- The African American infant mortality rate in NC is over twice as high as the white infant mortality rate.
- 2020-2025 target - Decrease the statewide infant mortality disparity ratio from 2.5 to 1.92, according to data provided by the State Center for Health Statistics sub-targets

- Nearly one-third of children ages 3-6-years-old enrolled in NC Medicaid, or Health Choice do not receive on time well-child visits.
- In most 20% of NC heads of household with young children do not have health coverage
- 2025 targets - Increase the percentage of North Carolina's young children enrolled in Medicaid and Health Choice who receive regular well-child visits as recommended for specific age groups, according to data provided through NC Medicaid and Healthcare Effectiveness Data and Information Set) HEDIS measures:
  - For children ages 0 – 15 months, increase from 61.9% to 68.7%.
  - For children ages 3 – 6 years, increase from 69.3% to 78.5% insurance.
- Babies, toddlers, young children and their families across North Carolina will have access to enough healthy food every day.
- 2025 targets - Decrease the percentage of children living across North Carolina in food insecure homes from 20.9% to 17.5% according to data provided by Feeding America. Mr. Manning asked why us?

#### Reading at Grade Level

- She then introduced Ms. Susan Perry-Manning, Principal Deputy Secretary, Department of Health and Human Services.
- Learning and Ready to Succeed Children experience the conditions they need to build robust brain architecture and skills that support their success in school and life.
- Babies, toddlers and young children across North Carolina will have access to high-quality opportunities to engage in early learning.
  - Less than half of eligible children, approximately 30,000, were enrolled in NC Pre-K.
  - Nearly 12% of an NC family's income is devoted to infant care.
  - Roughly one in five eligible children under age 5, approximately 46,000, receive child care subsidy in NC.
  - Young children across North Carolina will enter kindergarten on track for reaching their developmental goals.
  - Young children across North Carolina will read on grade-level in elementary school, with a particular focus on African American, American Indian and Hispanic children who face the most significant systemic barriers to reading success.
  - We have a track record of success.
  - We know more than ever to help us make good choices.
  - We have more tools in our toolbox to make things better.

- We have a culture of caring for our own and each other.
  - We own our shared responsibility.
  - We have leaders committed to building a better future for children and state today
  - Mr. McDevitt commended this work and noted how important it was. He added that he would like to endorse this and quickly. He asked Dr. Cohen if she was on the Education Cabinet. She replied yes.
  - Ms. White commented that several years ago they talked about the Whole Child, Whole School, Whole Community Model, where she about the importance of including using an image of a caring, competent adult. Every picture that Dr. Cohen used in her presentation had an adult, and it is essential. Our children are important and cannot grow into Global adult citizens without folks along the way to encourage support them. Ms. White encouraged the Board to please include an image of a caring adult in our Whole Child, Whole School, Whole Community model.
  - Ms. Willoughby stated that she was ready to endorse this plan. She was very happy to see the action plan and goals. Thanked her coming in to share this with the Board.
  - Dr. Oxendine commented that the serve and return was not possible without that caring adult. Dr. Oxendine asked in their pre-K programs do they propose a model or a theory of language development? Dr. Cohen answered yes. Dr. Cohen added that she would love to engage with the Board in more conversation about that.
  - Mr. Duncan commented that it would be valuable for a future session on reading alignment, transition from early childhood development which covers prenatal to grade three.
  - Chairman Davis stated that on Thursday, there would be a formal opportunity for Board members to cast their vote in favor of the plan. He noted today, that they were 100% behind this plan and look forward to partnering with them to bring it to fruition.
3. SLA 3 - Report to the NC General Assembly (NCGA): Progress on the Implementation of the Career and College-Ready Graduates Program
- It is recommended that the SBE receive the report and approve its being transmitted to the General Assembly by the NC Community Collect System Office.
  - Mr. Buxton reminded that Board this was presented in January where the Department was working with the Community College System to put in place a course done with math and reading to allow our students to graduate college-ready.
  - This report is going to the General Assembly. Mr. Buxton noted that DPI feedback to the Community College System did not get to them in time to incorporate in their board's report so an addendum to the report is included. He asked the Board to please see the two attachments on eboard on this.
  - Mr. Buxton added that there was work that still needed to be done. March 15<sup>th</sup> is the submission deadline.
  - Mr. Buxton then moved to SLA 5 - State Advisory Council on Indian Education (SACIE) Reports on the agenda.



## Discussion

## 2. SLA 5 – State Advisory Council on Indian Education (SACIE) Report

- The Council recommends that the State Board of Education implement the recommendations presented in the report in order to promote increased achievement among American Indian students.
- Dr. Susan Silver was recognized to present this item.
- Dr. Locklear shared a map of the American Indians in North Carolina and shared the vision, goal and the manual for the Tribal Strength Through our Culture and Educational Equity.
- Dr. Locklear also shared the state level findings and referenced page 6 of the PowerPoint.
- Summary of key findings for EOGs - while American Indian students rates of proficiency on both reading and math EOG tests have steadily increased, there is still an achievement gap between them and their White peers and the overall State average.
- Summary of key findings for EOCs - overall, Math I proficiency decreased for all student groups, and achievement gaps between American Indian students and the State average remained roughly the same.
- There was an increase in the number of American Indian students reaching proficiency on Biology and English II EOC tests for the 2017-18 school year; however, the achievement gap between them, their White and Hispanic peers, and the overall State average is still present.
- Summary of Key Findings for Graduation
  - There was a slight increase in American Indian students' graduation rates.
  - Dropout rates increased slightly for both Female and Male students during the 2017-18 school year.
- Summary of Key Findings for AP Exams
  - The percentage of American Indian students taking an Advanced Placement Exam remained consistent with the previous school year.
  - The passing rates of American Indian students decreased and fell below their peers in all other student subgroups listed.
- Summary of Key Findings for SAT & AP Exams
  - The percentage of American Indian students taking the SAT increased from the previous school year, but scores remain significantly below their peers and the state average.
  - American Indian students' average score on the ACT remained the same and was lower than the state average.
- The purpose was to determine progress towards implementing recommendations; to gather informal feedback for the SACIE and the NC SBE regarding future action.

- Identified Participants from:
  - Districts that are Title VI grantees (18 NC LEAs)
  - Directors within those LEAs who oversee Title VI programs in their district.
- Response Rate: 15 of the 18 identified LEAs (83.3%)
- She stated the 2018 recommendations from the questionnaire.
- Strongly encourage identified low-performing districts and schools that enroll American Indian students to develop goals and activities that specifically address increasing the achievement of American Indian students in the improvement plans they are required to submit to the State under G.S. § 115C-105.37(a1) (4). 2
- Continue to include the SACIE report on the recommended list of data sources School Improvement Teams should review and analyze as they develop or review their annual plans and require those that serve American Indian students to identify in their School Improvement Plans how they will incorporate the most current SACIE report, resources, and educational best practices to meet the needs of American Indian students in their schools.
- Dr. Locklear discussed the questionnaire and provided the results and 2019 recommendations.
  1. Strongly encourage schools that enroll American Indian students who are underperforming academically to review and analyze data from the annual SACIE report and then develop goals, activities, resources and educational best practices that specifically address increasing the achievement of American Indian students in the improvement plans they are required to develop under G.S. § 115C-105.27.
  2. Ensure that every American Indian student in North Carolina public schools has access to highly qualified, excellent educators every day to ensure equitable learning opportunities and academic growth.
  3. Strongly encourage all NC Department of Public Instruction staff and all NC educators, specifically those who support districts and schools with American Indian populations, to be aware of American Indian tribes in NC, their history, and their culture. These educators should also have knowledge of all available instructional resources to support the increased achievement of American Indian students. These resources include, but are not limited to, collaborating with NC American Indian tribes, organizations, or Indian education programs to receive training or consultation and/or requiring them to review the current SACIE Report and educational resources available through the Culturally Responsive Teaching about American Indians Self-paced Module in connection with NC Teaching Standard II.
  4. Encourage all schools to become knowledgeable of and promote the teaching and celebration of American Indian cultures, languages, and histories throughout the school year, including but not limited to the celebration of American Indian Heritage Month.
  5. Ensure the current annual SACIE Report, Tribal Strength Through Our Culture and Educational Equity: The State of Education of American Indian Students in North Carolina, is widely disseminated across school districts and shared with external stakeholders. Also, the current report should post on the websites of all schools and districts that serve American Indian students.

6. When enacting Section 6.1 of the NC Consolidated Plan under the federal Every Student Succeeds Act; the State should continue to consider the academic and non-academic needs of American Indian students when developing and revising strategies in the State Education Agency (SEA) plan.

- Dr. Oxendine stated that this report is considered (as far as the achievement of American Indian students) as a single study. Meaning other states look to this study for the data but also as a model for reporting on progress. Dr. Oxendine added that we should be extra proud of the report. Dr. Locklear has done an excellent job leading the SACIE. She and Dr. Susan Silver will be presenting this report at the NC Unity Conference this week in Raleigh. She then referenced charts with the state findings and closing the gaps across all ethnic groups in North Carolina were glaring.
- Mr. Ford commented about the survey completion rates around culturally responsive pedagogy models. Those do not correlate with those who were responding that they were celebrating culture. He would like also to see included in future reports, suspension rates to Native Americans and Exceptional Children.
- Mr. Buxton then moved to SLA 3 - Report to the NC General Assembly (NCGA): Progress on the Implementation of the Career and College-Ready Graduate Program.

#### Discussion

#### 3. SLA 4 - Elimination of Grade 4 Science and Social Studies North Carolina Final Exams (NCFEs) and Grade 5 Social Studies NCFE (TEST-016)

- It is recommended that the SBE approve the elimination of the North Carolina Final Exams in Science and Social Studies at Grade 4 and the North Carolina Final Exam in Social Studies at Grade 5 and the technical changes to State Board Policy, Use of State-Designated Assessments for the NC Teacher Evaluation Process (TEST-016).
- Dr. Hall was recognized to present this item.
- He reminded the Board that last month they provided information on the NCFEs. He then shared some background on North Carolina Final Exams.
- Developed to meet Race to the Top requirement to provide a growth measure for each teacher
  - NCFEs for core content (mathematics, science, English language arts/reading and social studies where there was not an end-of-grade or end-of-course assessment
  - Analysis of Student Work for content areas not conducive to multiple choice format (music, art, health.)
- NCFEs and Analysis of Student Work continued through State Board policy after Race to the Top ended
  - Analysis of Student Work was eliminated by the General Assembly effective with the 2016–17 school year
  - NCFEs were not eliminated

- Currently, there are no state or federal statutes that require 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 students... 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 was used as an artifact for all standards in the evaluation process.
- 94,809 teachers employed (March 2018) – 66,954 (70.6%) teachers with EVAAS growth for 2017-18 school year
  - 51,199 (54.0%) teachers with EVAAS growth through state and federal-mandated tests
  - 11,620 (12.3%) teachers with EVAAS growth through NCFEs
  - 4,135 (4.4%) teachers with EVAAS growth through CTE exams Growth
  - Through Federal or State Mandated Tests Growth Through NC Final Exams Growth Through CTE Exams
- Dr. Hall shared Grade 4 Science, Grade 4 Social Studies, and Grade 5 Social Studies School Year 2017-18 with EVAAS by the number of students taking the assessment.
- Dr. Hall also shared there were discussions since this topic came up last month. Dr. Howard had conversations with the Configuration Control Board (CCB) for feedback and input, with regional accountability coordinators, engaging with local districts, and recently met with curriculum leaders with the RESA leader in this area. There has not been any feedback from anyone asking to keep these exams in place. Dr. Hall talked about the timeline and stated that there is no reason that this could not be eliminated this year.
- Dr. Oxendine asked if there had been any analysis done of the number of days that would be taken off testing because of removing these tests? Dr. Hall stated that he did not know how much he could say specifically. This exam would be a 2-3 hour exam which would be that type of reduction in testing for those students being currently impacted if given this exam.
- Mr. McKinney noted that with the past hurricane that this might be a good time to eliminate this exam.
- Dr. Tom Tomberlin commented that the requirement to administer around 4th and 5th social studies and 5th grade science stems from when the teacher does not teach his or her students an End of Grade (EOG) tested subject. If in a traditional setting the teacher taught math and reading there was no requirement to administer the additional NCFEs.
- If, however, some of the schools Administered doing some of the flexible groupings based on teachers' relative strengths of instruction, so then they put kids and one teacher for

science. That is when they require administering the NCFE. He noted that was why the numbers were so low on this. There were very few schools that departmentalize at the elementary school level. They were getting the data on teacher effectiveness from the EOG and were very clear with districts; however, there was one small issue with this. The policy reads that it must be the exact same students, which can create some inequities in schools. Yes, it was correct, that the number of teachers who rely solely on test for information was relatively low. That was the trade-off, because there was no way to give them any objective data on their performance without the test but questioned if what they are getting was worth what they were putting kids through at that grade level.

- Dr. Mason commented that only 1 out of 10 elementary schools would have to give that because of the way they have constructed the team configuration which was a picture of a local district.
- Mr. McDevitt asked what was the charge of the Board and was this a current required test? Dr. Hall replied that when Race to the Top was in place, there were legislative requirements, but when that came to an end, now the only place where that requirement exists was in State Board policy. The request is to update the State Board policy to eliminate the 4th and 5th grade exams discussed today.
- Mr. Duncan asked if there was any current legislation required of either state or federal level at this point. Dr. Hall stated no, not for these exams.

H. 3:20 PM -- HEALTHY RESPONSIBLE STUDENTS (Ms. Tricia Willoughby, Chair and Mr. Reginald Kenan, Vice Chair)

- Chairman Davis recognized Chair Tricia Willoughby for the Healthy Responsible Students committee.
- Ms. Willoughby offered some history noting that this could be six different reports, noting that years ago they combined them because they related to each other to become the Consolidated Data Report.

1. Action on First Reading

- a. HRS 1 - Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts
  - It is recommended that the State Board of Education receive the Consolidated Report as presented.
  - Dr. Ken Gattis was recognized to present this item.
  - He shared the statutory requirements.
  - He noted a small reduction in crimes in high school and shared the highest and lowest 3-year average crime rates across the state, and the most frequently reported school crimes, 2017-18 (All Grades).
  - Dr. Gattis talked about the Short-Term Suspensions 2010-11 to 2017-18 for high schools and added that there were down with increases in the elementary grades 3-6 which pushed the overall number up.

- He shared the highest and lowest 3-Year Average Short-Term Suspension (STS) Rates across the state. Lowest Short-Term Suspension Rates (Grade 9-13, 3-Year Average) with Lexington City Schools having 0, the lowest this year. Highest Short-Term Suspension Rates (Grade 9-13, 3-Year Average) with Anson County with the highest this year.
- Dr. Gattis discussed Long-Term Suspensions, 2010-11 to 2017-18 Grades 9-13 - 3.3% decrease and shared that the lowest Long-Term Suspension Rates (Grade 9-13, 3-Year Average.)
- He also shared the Highest Long-Term Suspension Rates (Grade 9-13, 3-Year Average) and provided the top reasons for Short-Term and Long-Term Suspensions (All Grades) and cited the behaviors.
- Mr. Ford asked if there was a way to modify the report to show the racial breakdown for suspensions for each infraction. Mr. Ford also wondered if there was a way to respond to this information. Educators should have the discretion to be able to administer discipline, but as long as they know where disparities lie. Dr. Gattis replied yes, they could break it down by any offense category. Mr. Ford asked if that could be a part of this report? Dr. Gattis answered yes.
- Dr. Oxendine asked when a teacher prepares a referral, does it fall under one of these classifications. Dr. Mason replied that in some schools teachers might write out a narrative of what took place, and that is the office referral which is the administrators' interpretation that and decides what behavior was.
- Ms. White commented that there could be opportunities to code in one box, when the infraction was in another box because data provides information that is interpreted by any person at any time. She advocates for caution in recognition sometimes data can be skewed based on how things were coded.
- He also noted a reduction in dropout counts, 2010-11 to 2017-18 Grades 9-13 from the previous year which was the lowest reported rate.
- Dr. Gattis reported the highest and lowest 3-Year Average Dropout Rates and the Alternative Learning Program (ALP) Placements, 2010-11 to 2017-18 decreased 4.8% from last year.
- In-School Suspensions, 2012-13 to 2017-18 was tracking upward. He noted that uses of Corporal Punishment, 2010-11 to 2017-18 decreased to the lowest level reported.

## 2. New Business

### a. Safety Update - (Safety App and Other Safety Initiatives)

- Ms. Kym Martin was recognized to present this item.
  - She shared that they were in the procurement process noting they were on schedule with a contract award by mid-April. By the end of April, they will begin engaging the vendor on how they will train, roll this out and implement in all middle and high schools in North Carolina.
- SPKUP NC: The App

- Schools were required to play a role in informing students about the application and ensuring that school faculty receives adequate training in its operation.
- All data and information acquired and stored by the anonymous safety tip line application are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. (f) DPI may collect the annual aggregate number and type of tips sent to the anonymous tip line. The collection of this aggregate data shall not have any identifying information on the reporter of the tip, including, but not limited to, the school where the incident was reported and the date the tip was reported.
- Ms. Willoughby inquired about the free app and if she had any updates. Ms. Martin replied that she could not speak about individual vendors. Ms. Martin stated that procurement informed her that she was not permitted to share any further information about that.
- Ms. Willoughby asked about the aggressive timeline noting that it was urgent to get all the help they can to help keep our students and schools safe. She asked when our schools would have it in hand. Ms. Martin stated that legislation states by mid-July 2019. With this timeframe being during the summer, it will happen by the beginning of the next school year.
- Dr. Mason asked if schools were required to use this one, or if school systems that have already partnered with another vendor were they still able to use that one? Ms. Martin replied that districts might choose to use another application as long as it meets requirements for anonymous reporting and data collection for this. She added that DPI was required to come up with guidelines and procedures. Dr. Mason noted that it also requires 24-hour monitoring and would that be a part of the legislation for the local districts as well. Ms. Martin answered yes because they did during the pilot period in 70 schools and found that students were apt to send in tips after school hours or evenings. Dr. Mason then asked if part of the design of this would be that someone back at the district would be notified, the principal, law enforcement, or a school district person, or if that was still part of the RFP processing. Ms. Martin replied that she could talk about how they did it in the pilot. They made sure that the principals received some sort of notification of all the tips. They asked the schools to designate who would investigate certain kinds of tips, and the tips would be routed specific people as determined by the school which was the way they did it in the pilot. She added that they were not sure how the new vendors would turn out on this.
- Ms. Willoughby noted that this was a place where student advisors would be included and helpful in the process. She hopes the Board would have those student advisors back at the table along with our teachers, principals, and superintendent.

G. 3:35 PM -- EDUCATOR STANDARDS AND PRACTICE COMMITTEE (Dr. Olivia Oxendine, Chair and Ms. Amy White, Vice Chair)

- Chairman Davis recognized Chair Dr. Oxendine for the Educator Standards and Practice Committee.

1. Action

- a. ES & P 1 – SBE Policy Amendment - LICN-003: Math Content Exam for Licensure

- 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.
  - The approval for the updated Praxis II exam (5412) cut score (146) for Educational Leadership: Administration and Supervision outlined in this policy is delayed at this time.
  - Dr. Tom Tomberlin stated that their goal was to leave both tests and adopt the Praxis CKT (7803) and to leave the Pearson exam in place until such time they feel it has served its purpose. It will take time for the Educator Preparation Programs (EPPs) to change the curricular and programs to prepare the students for the new test, and not cause any disruption to the licensure process. Dr. Oxendine asked about the July 1, 2019, effective date. Dr. Tomberlin stated that they brought the policy back to PEPSC because many of the districts expressed the desire to have their current teachers avail themselves to the CKT and not wait until the new school year to implement the CKT. When the Board passes a new cut score, there is a 30-day waiting period between the time that they approve it and it becomes active. If approved on Thursday, March 7, it will technically become effective April 7, 2019.
  - Dr. Tomberlin noted that they have until August 15th of any school year to complete the required test.
  - He stated that there was considerable discrepancy among EPPs in some mathematics courses that are required. Dr. Oxendine added that it was based on the survey that the department conducted of EPP deans and provided information on semester hours. She said they would have PEPSC look at this to give some guidance on the number of courses.
  - Dr. Tomberlin reiterated that the pass rates were never a question that they put before the subcommittee to ask about the math test. They asked if this was the best test to prepare elementary teachers? They were not in search of a test to give them a pass rate. They were in search of a test to indicate whether a teacher was prepared to teach elementary mathematics. He shared examples of teachers who shared their frustration about not being able to pass the math test.
  - Chairman Davis commented that he wanted to make sure that the Board was clear on what they would be voting on with this item. It did not reflect any dates of implementation, any discussion of sunseting of the test and asked if that recommendation was complete? Dr. Tomberlin referenced the SBE draft Policy LICN-003 policy, page 3, under elementary licensure. He added upon approval this item would become operational effective April 7, 2019.
  - Dr. Oxendine recommended that Dr. Tomberlin get to Dr. Townsend-Smith the worded motion to get to the State Board members as soon as possible.
  - Dr. Oxendine shared some comments from the survey of the EPP deans.
- b. ES & P 2 – SBE Policy Amendment – (New Policy - EVAL-034): In Field/Out of Field – ESSA Federal Policy Removed from LICN-001
- Dr. Tomberlin reminded the Board that Every Student Succeeds Act (ESSA) requirements expand the reporting requirement to all subject areas any teacher



considered out-of-field. Title I Schools that employ teachers that are out-of-field for more than four weeks must report on the four elements (outlined in the revised policy) to the parents of those students.

- He noted that this was a shift in the policy adding before it was only core subjects and widely communicated in the field.

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

- It is recommended that the State Board of Education approve the changes to LICN-001 as presented.
- Dr. Tomberlin stated that this policy recommendation was to allow teachers who were licensed in another state who have passed a licensure exam to be issued a North Carolina license without further testing. Dr. Tomberlin presented this to the Board last month.
- He provided the effective date changed from July 1, 2019, to immediate upon SBE approval.
- Effective July 1, 2019, Educator Recruitment and Support will track the origin of these licenses and where they find evidence that teachers from certain states were less effective disproportionately than NC prepared teachers, information will be reported back to the Board for possible action to modify the policy.
- Dr. Tomberlin noted they proposed that they treat other states as EPPs, and if they do meet the standards that we hold our EPPs to, they will report to the Board for potential action to remove this reciprocity.
- Monitoring plan for Out-of-State Teacher Licenses:
  - Aggregate teacher evaluation data (NCEES) and, where applicable, student growth data (EVAAS) of out-of-state teachers during their first three years of teaching
  - Compare the above data with the same in-state teacher data
- Mr. McKinney stated that he has received letters from dedicated, passionate teachers and shared an example from a Pitt County teacher who had the second highest growth in her school, many types of artifacts that speak to her as a teacher, that was doing everything asked of her in a classroom. Taken this test nine times and will lose her license on June 1st if she does not pass this test. He shared that there were many teachers out there like this teacher.
- Mr. Buxton stated that this was a bad policy. He added they were telling our in-state North Carolina teachers that graduated from our preparation programs that we were going to hold them to one standard but hold the rest of the states to whatever standard they decided was important to them. Dr. Tomberlin stated that a good many teachers would much prefer to take a licensure test and be done with it, and there were others that would like to do this by demonstrating mastery in the classroom. He added that he would love to provide all those avenues, in the meantime, schools were saying that they do not have enough teachers especially elementary teachers to staff their school. Obstacles were being placed in the way

of experienced teachers coming from another state or turning away good teachers, because they cannot pass a math test that has calculus on it. Mr. Buxton commented that we should have a standard of what they think was important for the most important in-school factor in our student's education.

- Mr. McDevitt commented that it could be a cut score issue in another state. Theoretically, the teacher that Mr. McKinney described could drive to some other state, take the exam, get their license and drive back and go into the class next week.
- Mr. McKinney stated for clarity that the letter that he read from the teacher was not out of state. Mr. McDevitt commented that more generically a person could do that.
- Ms. Camintz commented on the math question. During that discussion, they learned there some teachers cannot pass the test but were excellent teachers. She added that they were saying that classroom performance was equally powerful with passing a test. On this point, it sounds like they were saying classroom does not matter; you must pass a test. The two things were conflicting.
- Mr. Duncan commented that it was a difficult position and Mr. Buxton has stated very well his points. He noted that the first issue on passing the test scores was a licensure issue, but this was a recruiting issue. The standpoint he receives from superintendents has been if a teacher has passed in some state, it was not for them to be able to go back in, reassess whether that state was not treating qualifications with appropriate fidelity.
- Chairman Davis asked Dr. Tomberlin if he knew how many states use the Praxis exam? Dr. Tomberlin replied, South Dakota, Delaware, Maryland and maybe one other. Chairman Davis stated that we do not have data on where our out of state teachers came from, but they have a sense as to where teachers were hired from. Dr. Tomberlin answered, yes, Ohio, Pennsylvania, Virginia were some of the larger areas of recruitment of NC teachers.
- Chairman Davis asked if we knew what test those states use? Dr. Tomerlin stated that he was not exactly sure. He shared that they recently looked at the south region states with North Carolina. Most of this conversation was about elementary education. For high school, most of the country uses the Praxis, and the cut scores were between one and two points of each other. He noted that when looking across the Southern Regional Educational Board (SREB) states, and National Center for Teacher Quality website, North Carolina does not require as much for our elementary educators as some of our neighbors were. Most of them require four sub-test with a sub-score in four subject areas and must pass them all. When the National Center for Teacher Quality rates the states, NC was at the bottom rating of elementary licensure.
- Chairman Davis commented that something does not add up when some assessment group said NC was at the bottom, but our Pitt County, hardworking, high growth teacher cannot pass the test. He agreed that this was a recruiting issue, and yet there needs to be high standards. Chairman Davis stated that his problem was that he did not know what standard the Board would be approving. Chairman Davis does not have the knowledge of all the other states, but if the window was narrowed down to certain possible states that they largely recruit from, share those state standards, then Chairman Davis could make a judgment about whether they were close enough.

- Dr. Oxendine stated that she would feel better if we had some way of saying you can come to North Carolina, we would accept whatever if they were comparable or exceed our standards. Dr. Tomberlin noted that he was not endorsing the website but was recognizing that information exists.
- Dr. Tomberlin noted that they removed the regionally accredited institution of higher education from baccalaureate degree requirement.
  - Permit to teach
  - Residency License

H. 4:20 PM -- TRANSFORMATION COMMITTEE (Mr. Eric Davis, Chair and Mr. Alan Duncan, Vice Chair)

1. Issues Session

a. NC Department of Public Instruction Website Update

- Mr. Drew Elliott was recognized to present this item.
- He shared where we are currently with the NCDPI website. He stated that presently the website was built on an archaic backbone and is approximately 20 years out of date in terms of how it functions and the functionality it can support. The reason below detail the reasons the new website is needed:
  - A user-unfriendly content management system
  - The proliferation of sites due to design and functionality issues
  - Main site not secure (“http” not “https”) – No student or other sensitive data stored on insecure site

Where are we they going?

- One site for all
- Secure, Department of Information Technology (DIT) maintained site
- Consistent with other state agencies
- He discussed the Digital Commons design template and Drupal Charlotte Mecklenburg System (CMS). More than 50 state agencies were on the Digital Common templates.
  - He shared the project plan and the NC DIT Digital Commons New Website and timeline. He added that they were happy to have DIT partners who have led other agencies through this process with their expertise.
  - Mr. Elliott shared what was in the initial scope:
    - [calendars.ncpublicschools.gov](http://calendars.ncpublicschools.gov)
    - [forms.ncpublicschools.gov](http://forms.ncpublicschools.gov)
    - [homebase.ncpublicschools.gov](http://homebase.ncpublicschools.gov)
    - [legislative.ncpublicschools.gov](http://legislative.ncpublicschools.gov)
    - [ncgovschool.org](http://ncgovschool.org)
    - [nhealthyschools.org](http://nhealthyschools.org)
    - [ncpublicschools.org](http://ncpublicschools.org)
    - [ncsuperintendent.com](http://ncsuperintendent.com)

- northcarolinaread.com
- These websites were not in the initial scope. These sites were well maintained, cohesive, high traffic, high page counts, and they were on a separate domain.
  - childnutritions.ncpublicschools.gov
  - ec.ncpublicschools.gov
  - stateboard.ncpublicschools.gov
- He added that it was essential that we have a very improved search function and DPI will have one when they get onto the Digital Commons Template.
- Chairman Davis asked when did he anticipate adding the sites that were not included in the scope? Mr. Elliott stated that it was the recommendation of DIT that they leave those three out of the original scope. Since those were already separate and have their structure, they would leave that until later. Chairman Davis asked if he knew how long it would be before those three would be added. Mr. Elliott answered that once they have gone through the initial project that they would start with these sites. He said perhaps this time next year. Chairman Davis also asked about maintaining support for those three websites currently not within scope. Mr. Elliott replied that those were well-maintained sites and they were confident that they have the resources to help keep them maintained at the same level that the now are.

b. School Turnaround Committee Updates

- Ms. White provided a brief update on the School Turnaround Committee.
- Ms. White stated that they worked with Dr. Eric Hall, Dr. Maria Pitre-Martin and Ms. LaTeesa Allen to figure out 1) where the staff was and 2) have multiple small conversations with many different stakeholders. As of today, they have had a discussion with Ms. Candance McQueen (the State of Tennessee Department of Education) who provided feedback on best practices, lessons learned, where they have been and where they ended up in the trajectory.
- The also hosted conversations with multiple diverse school districts, including Wake County, Durham County, Harnett County, Bertie County, and Green County where they listened to what they had to say - collected feedback and suggestions around this idea of a continuum of support. Had stakeholder meetings with several representatives from state-based agencies including NC School Board Association, NC Principals and Assistant Principals Associations (PAPA), Regional Educational Service Agency (RESA) to hear what they had to say about these issues and gathered feedback.
- Mr. Buxton has reached out to many advocacy agencies across the state including Dr. Terry Stoops, John Locke Foundation, Ms. Brenda Byrd, Business for Educational Success and Transformation (BEST NC), and Mr. Mark Jewel, North Carolina Association for Educators (NCAE). They wanted to listen, collect and collaborate.
- She added that they need to have constructed conversations with the legislature in this narrow window as change was necessary. They want this to align with the State Every Student Succeeds Act (ESSA) Plan.

- Dr. Hall stated that they had to look at about what they were going to do about timeframe and alignment with things potentially already exist in our ESSA Plan. How do they look at having a three-year identification and give schools an opportunity to transform during those years? During those three years, how do they use the additional 7% set aside? Get identified at the beginning and have three years to improve.
- Dr. Pitre-Martin reminded the Board of the Continuous Improvement Logic Model presented last year. She talked about what was shared in the feedback sessions. They too have communication with the LEAs regarding identified schools earlier. They loved the clarity and timeline and linking it up with the ESSA Plan and proposed something called a self-directed district intervention. They also wanted to know if expectations were not met and what were opportunities of support.
- Provide them with some concrete strategies, to use that 7% set aside with leadership development and capacity building.
- Ms. White asked that the copy of the Continuous Improvement Logic Model be sent to all Board members. She stated that their vision was that they would have broad-spectrum support for this across agencies, the state, leaders, and State Board of Education.
- Mr. Buxton added that there was some language around legislation in particularly around Innovative School District (ISD).
- Chairman Davis stated they develop some specific language around legislation working with the Superintendent and Ms. Cecilia Holden to get that in front of the Legislature.
- Chairman Davis added that all Board members would be informed as the language was developed and submitted for consideration to the General Assembly so that everyone was on the same page.

### III. 4:55 PM -- Closed Session

- Chairman Davis asked for a motion to go into Closed Session. Noting for the audience that the Board will immediately adjourn following its closed session, March 6, 2019, meeting will adjourn immediately.
- Upon motion made by Mr. Alan Duncan and seconded by Ms. Amy White, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential issues, 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. North Carolina State Board of Education
  - Frances Adkins v. Eastern North Carolina School for the Deaf
  - North Carolina School Board v. Folwell
  - Alpha Academy Inc. v. North Carolina State Board of Education

- Princess Narty v. North Carolina State Board of Education
  - Mr. Duncan asked to be recused on the Hoke County vs State of NC and the NC State Board of Education.

Motion made by: Alan Duncan

Motion seconded by: Amy White

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

Jill Camnitz - Yes

James Ford - Not Present

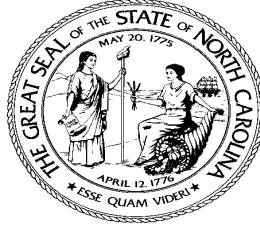
IV. 5:45 PM -- Open Session

RECONVENE IN OPEN SESSION

- Mr. Davis requested a motion to return to open session. Mr. JB Buxton made the motion which was seconded by Dr. Olivia Oxendine.

V. 5:45 PM -- Adjourn

**March 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  
Patricia Willoughby, Member at Large  
Dr. Olivia Oxendine, Sandhills Education Region  
Reginald Kenan, Southeast Education Region  
Amy White, North Central 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

---

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 March 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 are 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

a. Mr. Reginald Kenan

- Chairman Davis recognized Mr. Reginald Kenan to lead the Pledge of Allegiance.

C. 9:05 AM -- SPECIAL RECOGNITION

a. Staff Recognitions

- 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.
- Chairman Davis began with recognition and started with the announcement and acknowledgment of Dr. Ben Matthews and Mr. John Kirkman retiring from the Department with significant years of service. Ben has given of himself tirelessly while working at the department. Even on his last day of employment, he attended meetings with the General Assembly on behalf of the agency. Ben, you will truly be missed. Mr. Buxton presented the resolution. Mr. Buxton asked Dr. Matthews to come forward. Mr. Buxton shared that he had the great opportunity and privilege to work with Ben from many different vantages. There are people in North Carolina who go through a life of service but also depth of service that make a difference in the lives of thousands of people who may never know you, but, Ben made a significant impact on the trajectory of their lives and their future. Not just employees here and families but, kids from across this state and communities, and as a North Carolinian, Mr. Buxton appreciated that. Mr. Buxton then read the resolution.



## NORTH CAROLINA STATE BOARD OF EDUCATION

Resolution Honoring

Ben Matthews

For Outstanding Service to the North Carolina State Board of Education

September 1987 – February 2019

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education through service to the North Carolina State Board of Education; and

WHEREAS, Dr. Ben Matthews has reflected these qualities in an exceptional manner during his service to the Board and the Department of Public Instruction as Assistant Director of Student Information Management; Director of School Support Division; Chief School Operations Officer; Director of Safe, Healthy Schools Support Division; Deputy Chief Financial Officer for Operations; and Chief School Operations Officer; and

WHEREAS, Dr. Matthews proudly broadcasts and believes that all students can graduate, ready for a successful life, supporting his unquestionable belief in the State Board's strategic plan and the North Carolina Constitutional promise that "the people have a right to the privilege of education and it is the duty of the State to guard and maintain that right," and that education is what safeguards democracy; and

WHEREAS, Ben Matthews championed school safety initiatives - especially caring for the physical, mental, and emotional health of students - made decisions driven by his "student-first" philosophy that earned him the trust and respect of decision-makers at many levels across North Carolina; and

WHEREAS, Dr. Matthews always conducted himself as the consummate "well-dressed and well-prepared" professional; always ready for any meeting, prepared with facts and mastering the art of being accurate and concise to succinctly communicate the necessary message to policymakers and the team he led for some forty-one years; and

WHEREAS, the Board understands his gift of navigating many difficult situations such as Hurricanes Florence and Mathew with a calm demeanor and swift action while leading a nationally recognized School Support Section including transportation, school planning, facilities, school nutrition, plant operations, insurance, and other areas with enthusiasm;

NOW, THEREFORE BE IT:

RESOLVED, that the North Carolina State Board of Education expresses its heartfelt appreciation to Dr. Ben Matthews for his relentless and unselfish service and dedication; and

RESOLVED, that the Board wishes Godspeed to Ben Matthews and his family as he turns his attention to other opportunities, and perhaps finds more time to champion and cheer for his beloved Carolina Tarheels; and

RESOLVED, that the Board expresses its highest praise for his service to the Department of Public Instruction, State Board of Education, the State of North Carolina and its 1.5 million public school children and 100,000-plus educators for many years; and

RESOLVED, that the Board, influenced by Dr. Matthews' insight, intellect, enthusiasm, and tireless passion for education, directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Ben Matthews, who served this Board and the NC Department of Public Instruction with an ever-present smile as a dependable, reliable, and ultimate professional

Eric C. Davis, Chairman  
North Carolina State Board of Education

Mark R. Johnson, Superintendent  
North Carolina Department of Public Instruction

March 7, 2019

- Dr. Matthews stated that he was absolutely honored and humbled to be there and appreciated the flawless reading of that resolution and was not quite sure whom Mr. Buxton was talking about. Mr. Matthews shared when he was growing up, if you were in education, one of the places that you wanted to be or end up was in the Department because you could have the influence on what could be done across the entire State of North Carolina. He counts it an honor and privilege to have been at DPI and to have had the opportunity to serve. Stealing from Dr. Seuss, Chancellor Carol Folt who left here recently, "I am not crying because I'm leaving here, I'm smiling because I had the opportunity to be here." Dr. Matthews shared one final thought. One thing that scares and troubles Ben for the Board and the Department, and that was now that Eric Hall and Ben Matthews were both leaving at the same time, there would not be anyone left with the clear thinking that they do. Chairman Davis asked the Board members to come forward for a photo with Dr. Matthews.
- Chairman Davis stated that next in the DPI Hall of Fame, they recognized Mr. John Kirkman Who has served DPI selfishly and tirelessly in the Career and Technical Education (CTE) division. For a brief time, he served in the interim director role and continued to do the impactful CTE work. In addition, he made significant contributions to the new Perkins plan that will be presented to the Board in the coming months. Today, Mr. Kirkman will receive the Order of the Long Leaf Pine which was presented by Mr. Wayne McDevitt. Mr. McDevitt Stated that these awards were not done lightly and there were particular categories, and the process was very clear. Mr. McDevitt thanked John for his steadfast and long-term service to the state of North Carolina in particularly in CTE. He added that this is the highest award given to a citizen in the State of North Carolina. Mr. McDevitt asked Mr. Kirkman to come forward as he read the Order of the Long Leaf Pine aloud.
- Mr. Kirkman shared that it had been a pleasure to serve the State of North Carolina and the students for almost 31 years. He stated that there were two things that his wife would tell you runs in his blood - salt, and CTE. It has been a pleasure to serve the students of North Carolina, and that was his driving force and passion and will continue to be his passion. Mr. Kirkman shared that he got up every morning trying to make a difference for those students so that they can train the next generation that will look after us and do the things that need to be done. He thanked DPI for giving him the opportunity to serve the department in so many different capacities for about 12 1/2 years and making a difference for children across North Carolina. The Board members were called forward to take a photo with Mr. Kirkman.

## b. Arts Education Proclamation

- Chairman Davis stated that yesterday was March was declared Students@Work<sup>SM</sup> Month; however, today they also declare March as Arts our Schools month.
- NC leads the nation with providing access to Arts Education programs; especially in areas providing Free and Reduced lunch. A quote relevant to today's acknowledgment states that - Arts and music education are not merely "extras," but "central to who they are."
- Nearly 80% North Carolina, public school students, receiving free or reduced lunch were enrolled in a Dance, Music, Theater Arts or Visual Arts course. Overall, 95% of students attending public schools in NC have access to Arts Education courses.
- We are dedicated to ensuring the accessibility, presence and perseverance of quality arts programs talked by certified "arts" educators, and fully recognize That Arts Education provides a personalized pathway to success for all students regardless of circumstances.
- Many of our statewide Arts Education Associations and Professional Arts Organizations join them today to receive a Proclamation declaring March– Arts in Our Schools Month. Chairman Davis welcomed the following leaders in the arts community across North Carolina.
  - North Carolina Dance Education Organization, President-Elect Kate Cummings
  - North Carolina Music Educators Association, President, Jasmine Sutton
  - North Carolina Music Educators Association, Executive Director, Pat Hall
  - North Carolina Theatre Educators Association, President, Chuck Stowe
  - North Carolina Theatre Conference Secretary, Judy Dove
  - North Carolina Arts Educators Association Past President, Penny Freeland
  - A+ Schools of North Carolina, Director, Michelle Burrows
  - North Carolina Music of Art, Director of Teaching and Learning, Michelle Harold
  - North Carolina Symphony, Director of Education, Jason Spencer
  - North Carolina Symphony, President and CEO, Sandy McDonald
  - The Arts North Carolina, Executive Director, Nata Dehala
  - The North Carolina Department of Public Instruction Arts Education Consultant, Jeremy Tucker
  - Chairman Davis asked Mr. Ford to read the proclamation.

**North Carolina State Board of Education**  
 Proclamation for Arts in Our Schools Month  
 March 7, 2019

**Whereas**, March has been designated by the National Dance Education Organization as “Dance in Our Schools Month,” by the National Association for Music Education as “Music in our Schools Month,” by the National Theatre Association as “Theatre in Our Schools Month,”; and by the Council for Art Education as “Youth Art Month,” and

**Whereas**, Arts Education in North Carolina Schools includes four separate and distinct disciplines: dance, music, theatre arts,

and visual arts - each with its own body of knowledge and skills; and

**Whereas**, The arts have been part of life from the very beginning and are an inseparable part of the human journey; describing, defining, and deepening the human experience; and

Whereas, The arts are everywhere in our lives, adding depth and dimension to the environment we live in, and shaping our experience daily; and

**Whereas**, All students participating in arts education courses benefit from the skills and processes developed through the arts and apply those skills in a variety of disciplines and settings no matter their intended career path; and

**Whereas**, Arts Education contributes to student’s development through heightened skills in listening, understanding human experiences, creative problem solving, adapting to and respecting others’ diverse ways of thinking, communicating effectively as well as analyzing nonverbal communication, reading, self-expression, imagination of humankind, creativity; and

**Whereas**, Arts Education innovatively ignites and engages learners personally and enhances the social and emotional morale as well as the quality of **all** students and **all** school cultures by helping develop self-confidence, boost self-reliance, and increase empathy and compassion towards one’s self and others; and

**Whereas**, Arts Education is essential for **all** students in NC as part of a well-rounded education;

**Now, therefore**, the North Carolina State Board of Education and State Superintendent does hereby proclaim on Thursday, March 7, 2019, as Arts in Our Schools Month and urges all citizens celebrate and acknowledge everyday but especially in March that Arts Education as essential part of every student’s education in North Carolina.

\_\_\_\_\_  
Eric Davis, Chairman  
NC State Board of Education

March 7, 2019

Date

\_\_\_\_\_  
Mark Johnson  
State Superintendent  
NC Department of Public Instruction

- Chairman Davis invited the guest forward for a photo with the Board.
- Chairman Davis thanked everyone of those important arts organizations across North Carolina adding that we have all been touched by the arts and our students were better because of the education opportunities that they bring to our students.

## c. FAST NC Update (Rounds 5 - 6 Distributions)

## b. District Expenditure Recommendations

- Chairman Davis noted that on February 6 & 14, 2019, an Executive Committee of this Board met to discuss and decide on the 5th and 6th of disbursements from the Board's established NC Education fund for FAST NC Applicants.
- The FAST NC's Steering Committee Chair and former State Superintendent Mr. Ward was there to provide an update to the Board from these meeting.
- Chairman Davis noted that Hurricane Florence caused massive destruction in North Carolina. Students, educators and school staff members like so many others in the community suffered because of the storm. Helping these children and educators to recover from the storm and continue the processes of teaching and learning has been critical in restoring the well-being of their families and communities.
- The purpose of FAST is to provide funds, in-kind contributions to assist public school students and employees in recovering from the impact of 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 NC Steering Committee includes Chairman Davis, State Superintendent Johnson, along with Mr. Phil Kirk, former State Board Chair, Mr. Henry Moore, former Assistant U.S. Secretary of Education, former State Superintendent, Dr. June Atkinson, and former State Superintendent, Mike Ward.
- The State Board of Education Executive Committee administers the North Carolina Education Fund, a tax-exempt fund that is a repository for FAST NC contributions. Grant recipients in rounds five and six were recognized today and recipients from rounds seven, eight and nine will be recognized at the April meeting.
- Mr. Ward shared that it was a privilege to serve as Chair for FAST NC. He added that they cannot imagine the joy in people's responses when they receive the call that they have received these grants. It goes beyond the funds, equipment, materials and supplies. They were happy to have the State Board acknowledge the difficult circumstances in which they were providing for a wonderful learning and teaching environment in the wake of the disaster produced by Hurricane Florence. Mr. Ward thanked the Board for the privilege to provide this service and thanked them for what they are doing for the kids and colleagues across the state.
- He recognized rounds 5 and 6 awardees adding that rounds 5 and 6 were rounds in which the most applications were received. They recognized seven districts and one 1 public charter school.
  - **Brunswick County** - West Brunswick High School served as a shelter for the community during and after the storm. There was some damage to materials, equipment and supplies because of that service. The grant request was for \$10,985 to replace physical education equipment, health sciences equipment, and school entrance mats.
  - **Columbus County** - teachers and principals produced 14 grant applications with over \$73,000 to provide a variety of equipment, materials and Instructional resources to schools to schools that suffered from the storm.

- **Jones County** - Trenton Elementary and Middle Schools were both flooded, and their district high school was also damaged. These three schools totaled nearly \$82,000.
  - **GLOW, Girls Leadership of Women** - was their first public charter school applicant received a grant in these two rounds. The academy received a grant of nearly \$5000 to assist with building repairs and extraordinary transportation costs.
  - He then introduced Mr. Henry Moore to recognize the next awardees.
  - **Onslow County** - Northside and Richmond High Schools received grants totaling nearly \$6,000 to provide AV equipment for the Media Center and to replace dance floor and subflooring that were not covered by insurance.
  - **Pamlico County** - Middle Schools experienced significant damage and received two grants totaling over \$26,000 to aid and replace a STEM lab, bookcases, furnishings and equipment.
  - **Robeson County** - school leaders were also active in submitting grants. In rounds both rounds, six grants totaling nearly \$27,000 were approved for the district. These funds addressed instructional materials, instructional technology, book collection and resources to support the school social work.
  - **Whiteville City Schools** - submitted their first application in these rounds. Edgewood Elementary School received \$763 to replace two-way radios, physical education equipment and art supplies.
- Superintendent Johnson stated that they continue to have great support for FAST NC and grant applications continue to come in. He shared that as of today, the State Board through FAST NC has now approved 50 grants totaling over \$363,000 of school supplies and tens of thousands of books have been donated and were available at the Textbook Warehouse, multiple school districts in the storm impacted region of the state have received many of these valuable materials already.
  - Superintendent Johnson stated that Communities in Schools of North Carolina was their partner in providing FAST NC resources to the districts. Look for announcements from their director, Ms. Pam Hartley soon concerning even more grants.
  - FAST NC is ready to help, and resources were available to meet the needs that were out there. Round 6 applications would be accepted through tomorrow, February 8, round 7 applications would be received from February 9-22, Round 8 applications from February 23-March 8, Round 9 applications from March 9-22. To apply go to the FAST NC website and click apply now.
  - Chairman Davis invited the Board and recipients forward to take a photo.
  - Mr. McDevitt shared that Ms. Willoughby now has her fourth grandchild and all were well. Her name is Emily Elizabeth Libby who was born this morning. Chairman Davis stated that they have a seat for that young little girl at a North Carolina Public School.

D. 9:35 AM-- Issues Session - Personalized Learning Update

- Chairman Davis reminded everyone 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. Yesterday, the Board conducted one Issues Session and today, another one is presented under the Student Learning Achievement Committee

on Personalized Learning.

- Chairman Davis recognized Mr. Buxton to introduce today's Issues Session.
- Mr. Buxton noted that they were fortunate today to have two outstanding representatives of personalized learning in our state. He noted there have been a number of good constructive questions at the table about definitions of personalized learning, how they operationalize, what was in their ESSA Plan on personalized learning. He stated that staff will provide how this connects to their budget request of their General Assembly where it relates to personalized learning.
- He then recognized Dr. Maria Pitre-Martin. Dr. Pitre-Martin shared that they began this journey several years ago. The bulk of the work began in 2017 and concluded in 2018. Within that plan they did not have to put forward a theory of action, but they did. She noted that the State Superintendent insured that they had a theory of action that discussed how they were moving forward as a state.
- They started with a theory of action and their definition of personalized learning which includes four pillars:
  - Learner Profiles
  - Learner Pathways
  - Competency-Based Education
  - Flexible Learning Environments
- They have partnered with the Southeast Comprehensive Center and the Center on Innovations of Learning and have trained over 120 DPI staff members on these four pillars of personalized learning. Last January they did their first issue session on personalized learning and have provided snapshots ever since.
- Today, two school districts presented their story of personalized learning. She then recognized Ms. Emma Braatan for this item.
- Ms. Emma Braatan shared some results from the Gallup Student Poll of over 730,000 students. They claim there were able to measure what matters for student success. The 2017 Score Card showed the percentage of engagement and hope. 53% of those 730,000 students said that they do not feel engaged - actively disengaged and not engaged at all. Research has shown that levels have steadily declined as students move through grade levels. As a result, some learners may be getting by with very little academic knowledge or with low level skills.
- She talked about some challenging beliefs from the past to current and added that they need to create conditions for innovation to happen.
- Students learn at different rates and pace. In a personalized learning environment, the learning is the constant and time is the variable. All students were still expected to master the same standards but not necessarily at the same time.
- Personalized Learning in NC: A Working Definition
  - *Learner Profiles* - A learner profile represents each student's strengths, weaknesses, preferences, and goals. This data supports the student's ability to self-reflect, set goals, advocate for needs, and monitor progress.
  - *Individualized Learning Paths* - As students set and manage their personal academic goals, a variety of instructional approaches and curriculum materials allow for student

choice. The teacher helps students make informed decisions.

- *Competency-based Progression* - Students master topics at their own pace by demonstrating what they know and what they can do. The teacher monitors progress through various assessment types and provides differentiated support.
- *Flexible Learning Environments* - This setting provides support and structure adaptable for students working to meet learning goals. Access to staff, space, time, and resources reflects a responsiveness to individual student needs.

- Four short videos were shared for each pillar from four districts.
- They talked about distinguishing the difference.
- - Personalized - student-centered is what was driving the learner.
  - Differentiation - teacher-centered approach where instructional methods were tailored by the teacher for the students.
  - Individualization - teacher-centered work to customize the pace for learning for students.
- How do they develop support at the State that will encourage and foster this work in North Carolina? In the fall of 2018, they formed a team of personalized learning champions to help answer this question. The goal has been to develop strategic support for personalized learning and provide guidance for districts.
- Champion Team Members with DPI staff from across the state, district representatives, and their inside has been valuable in helping guide their understanding of implementation and application in districts and in classrooms.
- Personalized Learning Champions consist of four areas up to this point:
  - - District Readiness
    - District Liaison
    - Designing and Implementation
    - Toolkit
- She shared the personalized learning timeframe noting that over the next few months they will finalize materials to prepare for use. Each of them will also point to the four pillars and align with the work here at the agency.
- She then recognized Ms. Elizabeth Covell, Rockingham County Schools.
- Ms. Covell shared their instructional framework and personalized learning. Rockingham County Schools has committed to:
  1. Working with all district staff on the RCS Core Instructional Framework as the foundation of Personalized Learning.
  2. Aligning our District Strategic Plan to support the Personalized Learning initiative.
  3. Creating school-level teacher support networks through professional development, teacher experts, and a growth mindset.
  4. Aligning our Personalized Learning efforts with state and district level initiatives (ex: MTSS).
  5. Selecting resources that support Personalized Learning.



- They have been working towards insuring that they have a solid foundation within those four pillars of personalize learning. Although they have just started with this, they have seen some major changes in their schools.
- She talked about the student impact of personalized learning. As they observe the schools with personalized learning, they saw students were engaged, creative, empowered, in attendance, and future readiness with the 4Cs.
- Teacher impact was stepping up
  - - Teachers as Leaders
    - Personal Growth
    - Personalized Professional Development pathways for micro credentials
    - Core Instructional Framework that supports the 4-pillars of personalized learning
- The District Impact
  - - Personalized Learning Ambassadors at each school
    - 44 Self-Paced Personalized Learning Modules available for teachers and staff
    - One Pilot School - Dillard Academy in Full Implementation
    - Peer-to-peer learning walks
    - All schools participating in 5 Core Instructional Frameworks as a foundation for future steps in Personalized Learning
    - Teacher-created resources and tools
- Ms. Covell shared their future goals for next year - implementing more self-paced, working on a toolkit that houses their resources, and creating a 4Cs rubric by class setting.
- Mr. Buxton introduced Ms. Brittany Guy, Winston-Salem Forsyth County Schools.
- Mr. Guy shared a story about one of their teachers, Ms. Lisa Hartley. Successes like Ms. Hartley are the result of fantastic teachers, a structured support plan, a continuous improvement mindset. Early on their learned that their teachers needed clear targets. They revised their definition of personalized learning:
  - - The Learner
    - Learner Mastery
    - Learning Environment
    - Learning Experience
- They leverage those components in all that they do. They used to clarify professional learning resources, and to look at outcomes for their students.
- In 2019 they will support more than 600 early education teachers. They have approximately 81 personalized learning teacher leaders representing 26 schools across the district.
- She shared what this looks like in a classroom - Reading and Personalized Learning using the four pillars.
- The instructional paths include various ways of accessing and process and content, as well as different interactions including individual pairs and small groups.
- Process for measuring impact in place

- **Reaction:** Teachers prefer personalized PD.
  - **Learning:** Artifacts or assessments demonstrating learning.
  - **Behavior:** Metric used to determine change in behavior in each area.
  - **Outcomes:** Will compare student growth of cohort with similar cohort in district; will compare student growth of groups implementing parts to determine the impact of different component.
- Lessons Learned say what you mean make it real, give the “why”.
  - They went through 39 Google definitions of personalized learning and found some trends, even with that level of specificity in their definition, it was still too abstract. They needed to be able to show what personalized learning looked like in practice in their district.
  - Dr. Pitre-Martin shared that these districts that have come before the Board over the last four months, have hit the distinguish level of implementing this work. They have taken the four pillars of personalized learning and weaved it into their instructional frameworks within their districts.
  - She talked about the Expansion Budget Request which includes:
    - 8 FTEs \$1,050,000
    - funding for professional development \$18,000,000
    - \$5.6M digital literacy, personalized learning, etc. professional development; restore \$2.4M Digital Learning funds; \$1M local grants for Innovative Kindergarten Readiness Initiatives- \$9,000,000
  - Digital Legislative Day will be April 3, 2019, DPI building, room 150 @ 11:00-1:30 PM.
  - Mr. McDevitt thanked Mr. Buxton for bringing this information to the Board. He noted that this information confirmed this was needed. There was general agreement that all of this matters. Be sure to get it right, so that there was agreement.
  - Dr. Oxendine commented of the things she has been guilty of was attempting to compare personalized learning and individualized learning. The difference was the pillars set them apart and this has reeducated her.
  - Lt. Governor commented about engagement and asked if she was polling students to see what the engagements were? Ms. Braaten replied no, the agency has not done a poll on students. There was some anecdotal data that provides evidence about how students were actively engaged. He also asked about the engagement level the parents see. Ms. Covell replied that they added a parent night to help educate them to understand why and what their child was doing. Ms. Guy replied that they were polling their students about their feelings towards school, the classroom, different subject areas. They have tried to align their professional development to include student lead conferences. They would like for students to be able to verbalize and understand their own data, goals and pathways towards those goals.
  - Dr. Pitre-Martin shared that they were beginning to solicit for the pilot districts for school year 2019-2020. They will be testing the toolkit, district readiness tools, and the design and implementation process.
  - Chairman Davis noted that it was time for the Superintendent's report but proceeded with the committee reports until the Superintendent returned to the room.

## E. 10:20 AM -- LEGISLATIVE UPDATE

Chairman Davis noted that the Legislative Update was presented on Wednesday.

## III. 10:30 AM -- STATE SUPERINTENDENT'S REPORT

- Chairman Davis recognized Superintendent Johnson for the State Superintendent's Report.
- Superintendent Johnson shared that it was National Social Work Week.
- He stated that it had been an honor to have Dr. Eric Hall, and he was so grateful to have him on their team building a very strong team at DPI. In Florida, their Department of Education was in charge of all the K-12, community colleges, and all universities. Dr. Hall will be reporting directly to the Commissioner there and in charge of the full spectrum of that work. He added that they were very excited for Dr. Hall. Superintendent Johnson also acknowledged that Dr. Beverly Emory was in the audience and he was very excited for her to lead District and Regional Support. He stated that they had just heard about the great things Dr. Emory has done with personalized learning in Forsyth County. Now she can go get personalized learning across the state.
- Superintendent Johnson asked Ms. Gossage to get copies to pass out of the slide on Excellent Public Schools Act Expenditures and will answer questions later.
- He talked about the iPad distribution and noted the history. As discussed, they used the State Convenience Contract to purchase iPads using the money carried forward in Read to Achieve funding from the previous year.
- Most of those iPads went out to the school districts K-3 class rooms.
- - June 2018 - LEAs preferring other types of tablets received a dollar allotment in lieu of their allotted iPads
  - Those allotted iPads will be distributed this spring/summer for use starting in the 2019-2020 school year:
    - Distribution post-Florence to account for any additional needs in hurricane-impacted counties. Plan to get those out this spring and summer for next year. First assessing some of the needs hit by the hurricane, but also working using their digital literacy survey to make sure they have a process by which it does not have to be 1:1. It is not a 1:1 operation to get personalized learning, but more about 4 tablets in a class room because they would not be on the device all of the time. It is a tool for teachers and students. They are going to get the ratios up in high need districts and schools.
    - Digital Learning Survey provided data on the number of tablets available to students by grade, school, and district ratios in K-3 classrooms and local ability to pay.
- Superintendent Johnson acknowledged Love the Bus Week and visited Salem Elementary School in Wake County.
- Superintendent Johnson attended the Auto Expo Career Day in Wake County and talked about that industry. Innovative and Leadership Program Color Guard – Broughton High School  
AJROTC, Enloe High School Jazz Band.

- He visited North Carolina State University and launched the MyFuture NC Commission Goals. He was joined by Governor Cooper, Senator Phil Berger, House Speaker Tim Moore, President Hans, Community Colleges, President Roper, UNC System, and Ms. Hope Williams, NC Independent Colleges and Universities have given their support.
- Superintendent Johnson and Chairman Davis presented to the Senate Education/Higher Education Committee Meeting.
- Operation Clean-up at DPI going on now through March 15.
- He shared there was a nice breakfast this morning so that the new Board members were able to meet all the directors. He thanked Ms. Susan Auton and Ms. Janice Hedgepeth for putting it together.
- Superintendent Johnson shared that Mr. Lafayette Stokes who worked for DPI for 30 years, always had a smile on his face, found out that he had stage 4 liver cancer over the holidays. Mr. Stokes lost his battle last night. There will be grief counselors here at DPI. He was someone here at DPI that everyone knew.
- Chairman Davis asked if they knew how many iPads were left. Superintendent Johnson replied just over 2000.
- Chairman Davis then recognized Chair Buxton for the Student Learning and Achievement committee.

#### IV. ACTION AND DISCUSSION AGENDA COMMITTEE REPORTS

- Chairman Davis reminded committee chairs and the audience that all voting on Consent and any item requiring Action will be done at the end of the agenda via roll call.

##### A. 11:00 AM -- EDUCATOR STANDARDS AND PRACTICE (Dr. Olivia Oxendine, Chair and Ms. Amy White, Vice Chair)

- Chairman Davis recognized Dr. Oxendine for the Educator Standards and Practice committee.

##### a. Action

##### b. ES & P 1 – SBE Policy Amendment - LICN-003: Math Content Exam for Licensure

- It is recommended that the NCSBE approve the addition of the Praxis 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.
- The approval for the updated Praxis II exam (5412) cut score (146) for Educational Leadership: Administration and Supervision outlined in this policy is delayed at this time.
- Dr. Oxendine shared the revised motion with the Board. The Professional Educator Preparation Standards Commission (PEPSC), the Teacher Retention and Recruitment Task Force, the Deans of Schools of Education and math experts in the field have a recommended that:

1. The State Board of Education Adopt an elementary education Content knowledge for teaching Mathematics, Praxis (7803) to build a mathematics testing requirement for elementary educators.
  2. Both the Praxis Karen 7803) and Pearson 203b available to candidates for filling the mathematics testing requirements for elementary educators and Exceptional Children General Curriculum licenses.
  3. The cut score of the Praxis 7803 be set at 150 per vendor recommendation. Eliminate the multi subject subtest Pearson 103 of the General Curriculum assessment. The Praxis 5412 Educational Leadership Administration in Supervision test be approved to replace the Praxis 5411 and a cut score of 146 as recommended by the vendor. Changes in this policy become effective on State Board approval with a provision that changes to test cut scores become effective 30 calendar days from the SBE approval.
    - She noted a thorough discussion on this item yesterday.
- c. ES & P 2 – SBE Policy Amendment – (New Policy - EVAL-034): In Field/Out of Field – ESSA Federal Policy Removed from LICN-001
- The recommendation is for the SBE to approve the new policy EVAL-034 as presented.
  - She noted a thorough discussion on this item yesterday
- d. ES & P 3 – SBE Policy Amendment - LICN-001: General Licensure Requirements: Licenses for Out-of-State Teachers
- It is recommended that the State Board of Education approve the changes to LICN-001 as presented.
  - She noted a thorough discussion on this item yesterday.
  - Dr. Oxendine recognizing that NC is the 9th largest state in the nation and will continue to grow population wise - the need for rethinking licensure policies in North Carolina has come.
  - The motion was made to accept the recommendation from PEPSC the changes to LICN as presented. She stated that she hopes the department will have the resources and necessary personnel to be able to implement this.
  - Mr. Buxton commented that it was not that they not were going to do the comparability assessment and make them take our test because they do not have the resources. We can say, you meet our standards to be able to do that in a smooth way and he would be in support of that.
  - Mr. Duncan asked Dr. Pitre-Martin for input. She replied that we currently do not have the resources to ensure comparability could be operationalized. He asked if we would need to hire one additional employee or something beyond that. Dr. Pitre-Martin replied that in talking with Ms. Katherine Johnston, there were a couple of ways this could happen. Have contracted services available, and

university level partners that do this level of analysis.

- Ms. Camintz commented that before voting on this item, clarity on the motion would be helpful.
- Lt. Governor asked if there was any reason that this needed to be expedited or if there was any reason why this could not be delayed until next month. Dr. Oxendine answered that the main reason was that the field was expecting it, our Superintendents and Human Resource Directors.
- Dr. Oxendine stated that what PEPSC had in mind was that the State accept out of state licensure exams as is and to accept those credentials. All this was saying was let's slow it down a bit in order to look at their exam scores and credentials but would like to do it from their policies and not comparability.
- Superintendent Johnson asked if anyone has talked to PEPSC about this? Dr. Oxendine stated that they have not gone to PEPSC on this and this could be the next step.
- Chairman Davis commented that yesterday the recommendation was to remove out of their policy the existing language around comparability and to accept any license from any other state without regard to that state's standards. The change is that this motion makes was that it retains the comparability language in their existing policy and essentially charges the Superintendent's department with implementing their current policy but, recognizing PEPSC's recommendation of accepting out of state licenses. What the Board was adding was that it must comply with their comparability language. Dr. Oxendine agreed that was exactly the direction the motion was taking.
- Ms. Willoughby commented that this was an item of concern and added that Chairman Davis' language was acceptable to her. She also agreed with Lt. Governor Forest about the urgency of this item for this month. She asked if this was something they could accomplish with input from the Superintendent on a conference call.
- Chairman Davis stated that they have a special called meeting scheduled for March 13, 2019. That would give them a chance to get the motion clearly worded in writing for every Board member to review and gives the Superintendent's staff time to outline to how to implement the policy.
- Dr. Oxendine noted that they add PEPSC to this timeline through March 13. Dr. Oxendine withdrew her motion. Chairman Davis noted that this item was moved from action until the March 13, 2019 called meeting.
- Chairman Davis recognized Superintendent Johnson for his report.
- Superintendent Johnson apologized as he stepped out briefly with the understanding that the Legislative Update was next on the agenda.

B. 11:10 AM -- STUDENT LEARNING AND ACHIEVEMENT COMMITTEE (Mr. JB Buxton, Chair and Dr. Olivia Holmes Oxendine, Vice Chair)

a. Action on First Reading

- b. SLA 1 – 2019 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina – K-12 English Language Arts
- State Board of Education members are asked to review and approve the *2019 Invitation*.
  - There was a thorough discussion on this item yesterday.
- c. SLA 2 - NC State Board of Education (SBE) Framework for Action on Early Reading
- DPI shall present the plan, including timelines for action, to the SBE’s Student Learning and Achievement Committee (SLA) at the April 2019 meeting. The Board will take up items for discussion and action at the April and subsequent Board meetings.
  - There was a thorough discussion on this item yesterday.
- d. SLA 3 - Report to the NC General Assembly (NCGA): Progress on the Implementation of the Career and College-Ready Graduates Program
- It is recommended that the SBE receive the report and approve it being transmitted to the General Assembly by the NC Community College System Office. The report would include an addendum in which DPI had some missed deadlines for the NC Community College System and their Board’s approval of the report. They need some additional work to make sure they were all on the same page.
  - There was a thorough discussion on this item yesterday.
- b. Discussion
- b. SLA 4 - Elimination of Grade 4 Science and Social Studies North Carolina Final Exams (NCFEs) and Grade 5 Social Studies NCFE (TEST-016)
- Mr. Buxton noted a thorough discussion on this item yesterday.
  - This item will return next month for action.
- c. SLA 5 – State Advisory Council on Indian Education (SACIE) Report
- Mr. Buxton noted a thorough discussion on this item yesterday.
  - This item will return next month for action.
- c. New Business
- b. Department of Health and Human Services (DHHS) - NC Early Childhood Action Plan

- Mr. Buxton shared that the Secretary Mandy Cohen came from the Department of Health and Human Services (DHHS) - NC Early Childhood Action Plan.
- Taking a point of privilege, Mr. Buxton shared that his principal from Enloe High School, Dr. Will Chavis will be sending invitations to the Board next month. On Thursday, April 4, Enloe High School will host a production of the "The Talk", which is a one man show by a gentleman who is a PhD candidate Professor at UNC-Chapel Hill. It is about a young African American father dealing with what he needs to do to prepare his young son in this world.

C. 11:15 AM -- EDUCATION INNOVATION AND CHARTER SCHOOLS (Ms. Amy White, Chair and Mr. Wayne McDevitt, Vice Chair)

- Chairman Davis recognized Chair Amy White for the Education Innovation and Charter Schools committee.

a. Action

b. EICS 1 – Renewal Recommendations for Charters Expiring 2019

- It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.
- Ms. White expressed to the Board her absolute sadness that they were losing Dr. Eric Hall. She added since his tenure at the department, they have established a strong working relationship and friendship. Ms. White quoted two of her favorite leadership quotes by Mr. John Maxwell that explains perfectly Dr. Hall and his role there at DPI. Mr. Maxwell says, "A Great leader's courage to fulfill this vision comes from passion, Not position." He also says, "A leader is one who knows the way, who goes the way, and shows the way." By every example, that is what Dr. Hall has done in his work for the Innovative School District. We know that he will take those traits with him to Florida and wish him Godspeed. We know that it is an opportunity for Dr. Hall to be close to family, and they are incredibly lucky and blessed in the state of Florida to have Dr. Hall working on their behalf. She thanked Dr. Hall for everything he has done to promote student learning and achievement in our great state.
- Ms. White noted a thorough discussion on this item yesterday.
- She shared clarity on some of the questions from this discussion around several of the schools. She called on Mr. Machado to walk the Board through a couple of those questions around the alternative schools and model that was developed, and walk them through the statute, and confirm the qualifications required to be considered for the Alternative School Accountability Model.
- Mr. Machado stated that the General Assembly passed a Statute to pilot dropout prevention charter schools in 2014. In 2017, charter school advisory board made a recommendation to the State Board for a policy on what an alternative charter school would be. Mr. Machado read the policy as follows. To qualify as an alternative school for the purpose of accountability in this policy, a charter school must demonstrate that it serves the student population as follows:
  - The school must include grades nine through 12.
  - At least 75% of the school population in grades nine through 12 must be at risk of academic failure as defined by GCSQ-001.



- It must also be one or more of the following indicators:
  - The students must either be recently released from juvenile justice facility or otherwise be subject to and participating in a juvenile justice court process.
  - The students must be currently served by a treatment facility licensed pursuant of Chapter 122C of the General Statutes or have recently been discharged from such a facility.
  - The student must be currently under a long-term suspension from a public or private school.
  - The student must be a high school dropout as defined by GCSQ-001 or been at risk of dropping out as demonstrated by adequate documentation and the charter schools application for such designated on this policy.
  
- Ms. White asked Mr. Machado if it was his understanding that both Stewart Creek and Commonwealth High Schools qualified under that provision he just described. Mr. Machado replied, yes, adding that they currently have four charter schools under that category: Commonwealth, Stewart Creek, Central Wake which were the three dropout prevention schools and Thomas Academy which was recently designated an alternative school but it was a resident school.
  
- Ms. White then asked if those schools must select that accountability model? Mr. Machado replied yes, once the State Board of Education approves a school to be an alternative school, then that school must work with the Accountability department to determine what their accountability model would be. They will go from the ABCDF to a model that Accountability sets up and approves and then Accountability will bring that recommendation to the State Board for the Board's final approval. Ms. White asked if a school thinks they might qualify under that model to explain to the Board the process was for making that application. Mr. Machado replied that they would work with the Office of Charter School (OCS). The Charter School Advisory Board (CSAB) has a template that would be filled out by the school. CSAB would determine whether that school does qualify. OCS would make the presentation to the Charter School Advisory Board and the CSAB would then make a recommendation to the State Board. Ms. White also asked if it was true that opportunity arises every year for schools that they want to choose from one model to the next that by August 1, they could make that application? Mr. Machado asked if Ms. White was referring to a school becoming an alternative school or a school using an alternative accountability model? Ms. White answered, a school becoming an alternative school. Mr. Machado stated once they apply, the State Board approves them to be an alternative charter school for a three-year process where after three years CSAB will determine if they still meet the requirements for an alternative school and will make that presentation to the State Board.
  
- Ms. White also asked how they communicate this option to all of the charter schools? Mr. Machado Stated when the low-performing charter schools are invited before the CSAB, one of the things that the Office of Charter Schools or CSAB looks at is do they think that the school might qualify to be an alternative school and they will tell them to investigate that. He added that they do not send out something saying that is a possibility, but, focus on the schools that were low-performing and would they qualify as an alternative school.
  
- Mr. Ford addressed some of the language that was used yesterday during the presentation. He stated that they ought to be very careful how they talk about people and consider the words used to make sure they do not dehumanize folks or diminish their work. The reference to “dirt sandwiches” yesterday, was comparing students

and schools to dirt sandwiches was undignified and belittling to the students. Mr. Ford added that he could not infer what was behind the intention but could only talk about the impact. In that moment, as a Board member, he noted that he should have made the statement then, and publicly apologized for that. He also added that he did not think that represented their perspective and certainly not his perspective. Mr. Ford commented that they want to recognize that folks were doing hard work regardless of what the results may be, and these are people that they are talking about.

- Mr. Ford stated with regards to the policy, he has questions about the process itself. It feels inheritably inequitable. The present standard that they were referring to with the specifications around being high school, residential school, 75% was in 2017. As referenced, schools may apply to become alternative charters under that model, but they did not make clear whether they could convert from one model to another. Mr. Machado stated that the current four alternative schools were current charter schools and converted, so that was a possibility to do that. Mr. Ford asked if they were referred or if someone interacted with them? Mr. Ford asked if such interaction took place with CLA? Mr. Machado replied not that he was aware of, but that it was an understanding that they would not have qualified under the accountability model. Mr. Ford added there was a lot of discretion involved and who gets to pick and the parameters. Of the four schools, three of them were run by a for profit national organization that creates alternative schools. It feels like those schools have benefited from a policy made in their image. Mr. Ford noted that he was not comfortable voting in favor of shutting Charlotte Learning Academy down today. Is this policy inheritably equitable to folks that serve student populations that were relatively the same barring some very specific policy that was adopted maybe two years ago.
- Ms. White commented that they may be talking about two separate things. What was the model? The model was specifically created for a school specifically created for a targeted population to offer intervention and an opportunity for graduation. The measurement of that was the accountability part - how do they make sure of the performance framework part in measuring student performance. She heard from different Board members concerns about how they measure student progress in those particular schools, in this case Charlotte Learning Academy. The other two schools they were also talking about were Stewart Creek and Commonwealth.
- One of the suggestions she plans to make was that they direct the Office of Charter Schools and CSAB to come up with an evaluation framework that would evaluate and define student performance at the alternative schools, that would give them a more equitable evaluation of how students were doing in those schools. She added that does not change the model of those schools that had been specifically created targeting students who if not for those schools (Central Wake, Stewart Creek, Commonwealth) may not have an opportunity to graduate to get that diploma.
- Mr. Machado commented that charter schools coming before CSAB and recommended to the State Board of Education outline that they want to be a charter school, and they were going to serve a specific population and were going to do it at least comparable or better than the LEA. That is the standard that their office and CSAB uses to make that recommendation.
- Mr. Buxton thanked Mr. Ford on his comments regarding the language and remarks from yesterday. Mr. Buxton stated that what was challenging yesterday was that he felt that their CSAB representative, Mr. Walker, did not give the Board very clear answers on a number of things, in fact, confused a number of issues. Ms. White replied that was the reason why she wanted to walk the Board through that series of questions to add clarity to some of the information or misinformation and she hopes

that this opportunity allows the Board to do so.

- In regard to, Stewart Creek and Commonwealth, given the fact that from the information presented, they know that they were doing good work. The cloud of confusion centers around an inability on the Board's part to determine how well the students were doing. In the motion, for these two, she asked that the Office of Charter Schools and CSAB develop an evaluation framework for those types of schools.
  - It will read as such: As the Board discussed yesterday, the recommendation will be that they give them a seven-year renewal and OCS and CSAB develop a unique evaluation framework for charter schools that utilize the alternative accountability model. That evaluation framework should, at minimum, define "student performance" at alternative schools considering their unique mission; and that beginning in the 2019-2020 school year, Stewart Creek and Commonwealth High Schools appear before the Charter School Advisory Board annually to discuss their performance under that evaluation framework.
  - Ms. Camintz asked is Ms. White would consider 5 years instead of 7 years, to evaluate those schools? Ms. White replied that was at the Board's discretion. She stated that she was recommending 7 because of the proven work that was going on there.
  - Mr. Buxton commented that he would be uncomfortable voting on a 7-year renewal.
  - Mr. Willoughby stated that yesterday it was mentioned that it might be timely to put together an issue's session about charter schools. Instead of a piece mill approach, but that the Board take a comprehensive look at financial and LEA impact statements. Chairman Davis replied so ordered.
  - Mr. McKinney requested that the charter TOY be included in the conversation.
  - Ms. White stated that her motion for the Charlotte Learning Academy will be a non-renewal.
  - Mr. Wallace apologized for not being present yesterday during her presentation. As a principal and educators, we must first protect our students before they even teach from any physical or verbiage or sentiments that they might hear. From his understanding, some heard that yesterday. He stated that the advisors do not share in the sentiments and do not believe in the comment that was said yesterday and for that to have happened yesterday, he does not want that to pull back the progress that the Board has made, and to make sure that the optics of what was said yesterday does not flow around this Board. How traumatic it was when he heard what was actually said in this forum, and that was not what this Board was about.
- b. EICS 2 - Discovery Charter's Request for Temporary Relocation and Enrollment Reduction
- The Charter Schools Advisory Board recommends approval of this amendment.
  - Ms. White noted a thorough discussion on this item yesterday.
  - Mr. Duncan reminded the Board to allow them to have temporary location which will only be extended for two years.
- c. EICS 3 - Joint Legislative Education Oversight Committee (JLEOC) Report: Innovative School District (ISD) Program Evaluation Design

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

d. Discussion

b. EICS 4 - 2019 Proposed Charter School Application Timeline and Process

- The Office of Charter Schools and the NC Charter Schools Advisory Board recommends that the State Board of Education approve its recommendation on the proposed 2019 application timeline and process.
- Ms. White noted a thorough discussion on this item yesterday.
- This item will return for action next month.

D. 11:25 AM -- BUSINESS OPERATIONS COMMITTEE (Mr. Alan Duncan, Chair and Mr. Todd Chasteen, Vice Chair)

- Chairman Davis recognized Chair Duncan for the Business Operations Committee.

a. Action on First Reading

b. BSOP 1 - Hurricane Florence Relief -State Funds for School Nutrition Loss

- It is recommended that the State Board of Education approve the modification to the allotment policy and the School Nutrition reimbursement.
- Mr. Duncan noted a thorough discussion on this item.

b. BSOP 2 – NC AWARE/ACTIVATE Project Grant

- It is recommended the State Board of Education approve this item with Action on First Reading to allow distribution of funds to the 3 pilot LEAs (Cleveland County Schools, Rockingham County Schools, and Beaufort County Schools).
- Mr. Duncan noted a thorough discussion on this item.

E. Action

a. BSOP 3 – Local School Administrative Units – Teacher Compensation Models – Full Budget Approval

- Mr. Duncan noted a thorough discussion on this item.
- Mr. Duncan reminded the Board that there were 3 options to choose from. The Board was in favor of option 3.
- Chairman Davis noted for clarity that the motion was to include selecting option 3.

b. BSOP 4– 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 a thorough discussion on this item.

b. New Business

b. Bertie County Financial Recovery Plan – Fiscal Year Update

- No recommendation at this time.
- Mr. Duncan then recognized Ms. Alexis Schauss to offer additional information on public school funding.
- Ms. Schauss shared that the document provides current year and prior year information. The intent of the highlights was to provide a perspective of the public school funding in a portable digestible format.
- It provides an explanation of the different types of appropriations the public schools receive from the General Assembly. It provides dollar amounts for the state appropriations. It reduces a 160 page allotment policy manual into a summary document.
- Ms. Schauss added that she hopes that this document would provide the board with a perspective of how 40% of the general state fund was appropriated while providing more information and detail.

c. Update on Contracts

- Mr. Buxton noted that these contracts were available for review and/or questions.
- b. Executed Contracts Report – March 2019
- c. Planned Contracts Report – March 2019

F. 11:35 AM -- HEALTHY RESPONSIBLE STUDENTS (Ms. Tricia Willoughby, Chair and Mr. Reginald Kenan, Vice Chair)

- Chairman Davis recognized Chair Tricia Willoughby for the Healthy Responsible Students committee.

a. Action on First Reading

b. HRS 1 - Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts

- It is recommended that the State Board of Education receive the Consolidated Report as presented.

- Ms. Willoughby noted a thorough discussion on this item yesterday along with some very good suggestions.

b. New Business

b. Safety Update - (Safety App and Other Safety Initiatives)

- Ms. Willoughby shared that an update was provided on when the safety app would go live and well and helping students have a place where they can share their concerns in a confidential way.
- She requested that the Board continue to receive updates.

G. 11:45 AM -- SPECIAL COMMITTEE ON DIGITAL LEARNING AND COMPUTER SCIENCES  
(Chair, Lt. Governor Dan Forest and Vice Chair Jill Camnitz)

a. New Business

- Chairman Davis noted that the Board received a report from the Special Committee on Digital Learning and Computer Sciences with special emphasis around teaching Computer Sciences in our schools. He thanked the Lt. Governor Forest for his leadership in that effort.

V. 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 have seen these Consent agenda materials for a least a week. Chairman Davis asked for a motion to approve the consent agenda item for EICS 5, BSOP 5 & 6, SLA 6 & 7, and ES&P 4 on the Consent agenda and ask Dr. Townsend-Smith to call the roll to capture the vote.

Motion made by: Reginald Kenan

Motion seconded by: Patricia Willoughby

Voting

Eric Davis – Yes

Wayne McDevitt – Yes

Patricia Willoughby – Yes

Reginald Kenan – Yes

Dr. Olivia Oxendine – Not Present

Amy White – Yes

Alan Duncan – Yes

JB Buxton – Yes

Jill Camnitz – Yes

James Ford – Yes

The motion passed.

A. EDUCATION INNOVATION AND CHARTER SCHOOLS

- a. EICS 5 - Report to the GA: Career and College Promise and Cooperative Innovative High Schools

B. BUSINESS OPERATIONS

- a. BSOP 5 – 2019-2020 School Calendar Waivers
- b. BSOP 6 – Certification of NC LEA Finance Officers

C. STUDENT LEARNING AND ACHIEVEMENT

- a. SLA 6 – Report to the North Carolina General Assembly: Cursive Writing and Multiplication
- b. SLA 7 – Reappointment or Replacement of Governor Morehead School Advisory Council Member

D. EDUCATOR STANDARDS AND PRACTICE COMMITTEE

- a. ES & P 4 - Report to the General Assembly: Educator Preparation Program (EPP) Clinical Internship Requirement Completion - Students Impacted by Hurricane Florence

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

A. Approval of Meeting Minutes

- Chairman Davis asked for a motion to approve the February 6 -7, 2019, and the Executive Committee, February 5 & 14, 2019, meeting minutes, the SLA 1 - 3 action on first reading items, BSOP 1 - 2 action items, BSOP 3 to include option 3 and BSOP 4 action items, EICS 2 & 3 action items, ES&P 1 & 2 action items, and HRS 1 action on first reading item.
- Chairman Davis noted that from the whole list of action and action on first read items, this motion contains all of them except ES&P 3 - - Out of State Licenses for Teachers and EICS 1 - Charter School Renewal items. These items would have separate motions.
- Chairman Davis asked for a motion to that effect.

Motion made by: Tricia Willoughby

Motion seconded by: Wayne McDevitt

Voting

J.B. Buxton - Yes

Dr. Oxendine - Yes

Jill Camintz - Yes

Reginald Kenan - Yes

Tricia Willoughby - Yes

Wayne McDevitt - Yes

Amy White - Yes

James Ford - Yes

Alan Duncan - Yes

Eric Davis - Yes

The motion passed.

- Chairman Davis noted that they would vote on ES&P 3 - Out of State Licenses for Teachers adding that the Board discussed retaining the PEPSC recommendation on their agenda but not taking action on it today. Moving it to their March 13th called meeting.
- Chairman Davis asked for a motion that covers this and that the Board moved that they direct the Department to ensure the personal and fiscal resources were in place to provide the needed capacity for DPI to administer the test administration in another state was comparable in content to the North Carolina's Assessment - pass at a satisfactory level. In other words, to put in place the resources needed to operationalize the existing policy around comparability. The Board seeks an update on their March 13 called call.
- Superintendent Johnson asked for clarification - if Chairman Davis was making that motion now to direct the Department to do that or was Chairman Davis saying "Please go, do an analysis of what that will require from the people in this department and let them know that before the Board makes the motion? Chairman Davis replied, that the Board was directing Superintendent Johnson to go assess what it would take to implement the existing policy that was already in place around comparability.
- Chairman Davis asked for a motion to that effect.

Motion made by: J.B. Buxton

Motion seconded by: Dr. Oxendine

Voting

Alan Buxton - Yes

Dr. Oxendine - Yes

Jill Camintz - Yes

Reginald Kenan - Yes

Patricia Willoughby - Yes

Wayne McDevitt -Yes

Amy White - Yes

James Ford - Yes

Alan Duncan - Yes

Eric Davis - Yes

The motion passed.

- Chairman Davis moved to EICS 1 noting that this item would be covered in 3 separate motions. He then recognized Ms. White for a motion for all the renewals less Charlotte Learning Academy, Stewart Creek, and Commonwealth. Ms. White moved for approval for the renewal recommendations for the years as prescribed for all of the schools with the exception to: Commonwealth, Stewart Creek and Charlotte Academy.

Motion made by: Amy White

Motion seconded by: Dr. Oxendine

Voting

Alan Buxton - Yes

Dr. Oxendine - Yes

Jill Camintz - Yes

Reginald Kenan - Yes

Patricia Willoughby - Yes



Wayne McDevitt - Yes  
 Amy White - Yes  
 James Ford - Yes  
 Alan Duncan - Yes  
 Eric Davis - Yes

The motion passed.

- Chairman Davis recognized Ms. White for a motion on Charlotte Learning Academy. Ms. White moved that the Board approve the recommendation from the CSAB to offer a non-renewal to Charlotte Learning Academy. Dr. Oxendine second.
- Mr. Ford offered a substitute motion to delay non-renewal for Charlotte Learning Academy until the April meeting and until the Board received the qualitative information requested at the last State Board meeting.
- Chairman Davis noted there was a substitute motion on the floor by Mr. Ford. Mr. J.B. Buxton second. Mr. Ford stated for clarity during the last meeting the Board discussed the discrepancies between the graduation rates and the college persistence rates and how those did not reflect the achievement of the growth profiles of the school. They asked when CSAB had last been to visit the school and if they talked and conferred. He added that he felt that there was a deficiency of information to make a conclusive decision on closing the school and has requested that between this month and next month that there be an onsite visit where they could get that information from them.
- Chairman Davis noted that the vote was on the substitute motion to delay action on this item until their April meeting.

Dr. Oxendine - No  
 J.B. Buxton - No  
 Amy White - No  
 Jill Camintz - No  
 Wayne McDevitt - No  
 Gregory Kenan - No  
 Patricia Willoughby - No  
 James Ford - Yes  
 Alan Duncan - No  
 Eric Davis - No

The substitute motion failed.

- Chairman Davis noted they were back to the main motion and called on Ms. White to restate the motion. Ms. White moved that the State Board of Education offer a non-renewal to Charlotte Learning Academy.

Alan Buxton - Yes  
 Dr. Oxendine - Yes  
 Jill Camintz - Yes  
 Reginald Kenan - Yes  
 Patricia Willoughby - Yes  
 Wayne McDevitt - Yes  
 Amy White - Yes  
 James Ford - No  
 Alan Duncan - Yes

Eric Davis - Yes

The motion passed.

- Chairman Davis recognized Ms. White for a motion for Stewart Creek and Commonwealth High Schools.
- Ms. White moved that each of those schools receive a 7-year charter renewal. She further moves that the Office of Charter Schools and CSAB develop a unique evaluation framework for the charter schools that utilize the alternative accountability model. That evaluation framework should, at minimum, define "student performance" in an alternative school in light of their unique mission; and
- That beginning in the 2019–2020 school year, Stewart Creek and Commonwealth High School appear before the Charter school Advisory Board annually to discuss their performance under that evaluation framework. Dr. Oxendine second.

J.B. Buxton - Yes  
 Dr. Olivia Oxendine - Yes  
 Jill Camintz - Yes  
 Gregory Kenan - Yes  
 Patricia Willoughby - Yes  
 Wayne McDevitt - Yes  
 Amy White - Yes  
 James Ford - No  
 Alan Duncan - Yes  
 Eric Davis - Yes

The motion passed.

Chairman Davis noted that there was one more action item for the endorsement of the Early Childhood Action Plan as prepared by the Department of Health and Human Services. Chairman Davis seeked a motion to for the State Board of Education to endorse that plan as presented to the Board yesterday. Dr. Oxendine commented that she hopes that the Board would work with that department on the work around reading continuum. Mr. McDevitt made the motion. Tricia Willoughby second.

Superintendent Johnson replied that it was worth noting that they had the B3 Inter-agency going on for over a year now.

J.B. Buxton - Yes  
 Dr. Olivia Oxendine - Yes  
 Jill Camintz - Yes  
 Gregory Kenan - Yes  
 Patricia Willoughby - Yes  
 Wayne McDevitt - Yes  
 Amy White - Yes  
 James Ford - Yes  
 Alan Duncan - Yes  
 Eric Davis - Yes

The motion passed.

- a. February 6 - 7, 2019 Meeting Minutes

- b. February 5 & 14, 2019 Executive Committee Meeting Minutes

## B. STUDENT LEARNING AND ACHIEVEMENT COMMITTEE

- a. Action on First Reading
  - b. SLA 1 – 2019 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina – K-12 English Language Arts
  - c. SLA 2 - NC State Board of Education (SBE) Framework for Action on Early Reading
  - d. SLA 3 - Report to the NC General Assembly (NCGA): Progress on the Implementation of the Career and College-Ready Graduates Program

## C. BUSINESS OPERATIONS

- a. Action on First Reading
  - b. BSOP 1 - Hurricane Florence Relief -State Funds for School Nutrition Loss
  - c. BSOP 2 – NC Project AWARE/ACTIVATE Grant
- b. Action
  - b. BSOP 3 – Local School Administrative Units – Teacher Compensation Models – Full Budget Approval
  - c. BSOP 4– Amendment to SBE Policy (CNTR-002) and Intent to Contract Procedures

## D. EDUCATION INNOVATION AND CHARTER SCHOOLS

- a. Action
  - b. EICS 1 – Renewal Recommendations for Charters Expiring 2019
  - c. EICS 2 - Discovery Charter’s Request for Temporary Relocation and Enrollment Reduction
  - d. EICS 3 - Joint Legislative Education Oversight Committee (JLEOC) Report: Innovative School District (ISD) Program Evaluation Design

## E. EDUCATOR STANDARDS AND PRACTICE

- a. Action
  - b. ES & P 1 – SBE Policy Amendment - LICN-003: Math Content Exam for Licensure
  - c. ES & P 2 – SBE Policy Amendment – (New Policy - EVAL-034): In Field/Out of Field – ESSA Federal Policy Removed from LICN-001
  - d. ES & P 3 – SBE Policy Amendment - LICN-001: General Licensure Requirements: Licenses for Out-of-State Teachers

## F. HEALTHY RESPONSIBLE STUDENTS COMMITTEE

- a. Action on First Reading
  - b. HRS 1 - Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts

## VII. 12:25 PM – CHAIRMAN'S REPORT/COMMENTS

- Chairman Davis thank all staff and presenters for this March 7, 2019, meeting.

## A. Mr. Eric Davis

- a. NC Careers Update

## VIII. 12:30 PM - Lunch/Adjourn

- Chairman Davis asked for a motion to adjourn.

Motion made by: Amy White

Motion seconded by: Jill Camnitz

Voting

Eric Davis - Yes

Wayne McDevitt - Yes

Patricia Willoughby - Yes

Reginald Kenan - Yes

Dr. Olivia Oxendine - Yes

Todd Chasteen - Not Present

Amy White - Yes

Alan Duncan - Yes

JB Buxton - Yes

Jill Camnitz - Yes

James Ford - Yes