



**A Publication for Members of the
N.C. Association of School Administrators**

April 4, 2019

*The State Board of Education (SBE) held its monthly meeting on April 3-4 in Raleigh.
The pages that follow summarize highlights from the meeting and the Board's actions for this month.
For complete information, visit the SBE website: <http://stateboard.ncpublicschools.gov/>*

ACTION ITEMS

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE

Action on First Reading

SLA 1 - Committee of Practitioners Advisory Committee

Section 1603(b) of The Every Student Succeeds Act (ESSA) requires each State education agency (SEA) that receives funds under ESSA to create a State Committee of Practitioners to advise the State in carrying out its responsibilities under ESSA. Nominations and appointments must be consistent with the requirements of SBE policy ADVS-002, the policy governing appointments to advisory committees to the State Board of Education. In addition, the list of nominees must comply with ESSA membership requirements and reflect representatives from each region of the state.

Recommendations: It was recommended that the SBE review and accept the recommended list of nominees to the Committee of Practitioners (COP) with recommended term appointments.

APPROVED

SLA 2 - Revise Standards for K-12 Social Studies

Per SBE policy SCOS-012, the NC Department of Public Instruction (NCDPI) must review the standards for each content area under the North Carolina Standard Course of Study. DPI staff are currently reviewing these standards, and requesting board approval to begin analysis of the data in May 2019 to inform future recommendations to the SBE.

Recommendations: This item is presented for Action on First Reading at the April 2019 SBE meeting.

APPROVED

Action

SLA 3 - SBE Policy Amendment: (TEST-016) - Elimination of Grade 4 Science and Social Studies North Carolina Final Exams (NCFEs) and Grade 5 Social Studies NCFE

In a review of state assessments, DPI staff noted few LEAs and teachers utilize the Grade 4 Science and Social Studies North Carolina Final Exams (NCFEs) and the Grade 5 Science NCFE. These assessments are administered to students whose science or social studies teachers do not also teach English language arts/reading and/or mathematics. This enables these teachers to have a growth designation as reported in EVAAS. To reduce the number of tests the affected students are administered each year, it was recommended the State Board of Education approve the removal of these assessments as state-designated. Also submitted for approval were additional technical changes to the relevant State Board of Education policy TEST-016.

Recommendations: It was 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) to be **effective with the 2018-19 school year.**

APPROVED

SLA 4 – State Advisory Council on Indian Education (SACIE) Report

As legislatively mandated, the State Advisory Council on Indian Education analyzes the academic performance of American Indian students in North Carolina’s public schools, outlining major findings and recommendations to the State Board of Education. The full report analyzes student achievement data from the 2017–2018 performance on state tests, SAT and ACT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina’s American Indian students to that of other representative student groups. The data reveals disparities between American Indian student performance and statewide performance. An electronic copy of the full report can be found by clicking [here](#).

Recommendations: 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.

APPROVED

BUSINESS OPERATIONS COMMITTEE

Action on First Reading

BSOP 1 – Career and Technical Education (CTE) Grade Expansion Program Grant

The North Carolina Education and Workforce Innovation Commission (Commission) develops and administers the Education and Workforce Innovation Program, as well as the Career and Technical Education Grade Expansion Program. Pursuant to legislation, the Commission must publish a report on the Education and Workforce Innovation Program and the Career and Technical Education Grade Expansion Program *on or before April 30 of each year*. The report contains information for the 2017-2018 academic year for the twelve LEAs awarded the Education and Workforce Innovation Program grant funds and fourteen LEAs awarded the Career and Technical Education Grade Expansion Program grant funds.

Recommendations: This item is being presented for Action on First Reading at the April 2019 SBE.

APPROVED

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE

Action on First Reading

EICS 1 - Anson Charter’s Request to Relinquish Charter

Anson Charter Academy is a charter school that was originally scheduled to open in August 2018 in Anson County. Since its original scheduled opening, the Anson Charter Board has postponed opening and requested delays on opening several times. On March 14, 2019, the Anson Charter Board determined that it is in the best interest of the school to relinquish the charter and the board unanimously voted accordingly. The board explained that they are now aware of the complexity of preparing to open a charter school and plan to submit another application at an appropriate time.

Recommendations: The NC Charter Schools Advisory Board recommends that the State Board of Education accept Anson Charter Academy’s charter relinquishment.

APPROVED

Action

EICS 2 - 2019 Proposed Charter School Application Timeline and Process

Per State Board of Education (SBE) Policy CHTR-012 and GS 115C.218, the SBE must establish and approve the charter school application, timeline, and process prior to each application round. The Charter Schools Advisory Board (CSAB), with recommendations from the Office of Charter Schools (OCS), now recommends a timeline and process for the 2019 application round for applicants proposing to open in 2021. The 2019 application is in development and any revisions will come at a later time.

Recommendations: 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.

APPROVED

EDUCATOR STANDARDS AND PRACTICES COMMITTEE

Action on First Reading

ES&P 1 - Recommendations from the Advisory Board on Requests for Exception from Teaching Licensing Requirements

State Board of Education policy *LICN-021: Procedures for seeking Exception from Licensure Requirements*, allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, *TCED-009: Minimum Admissions Requirements and Exceptions for Initial Teacher Preparation Programs (EPPs)*, allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations were presented in closed session.

Recommendations: It is recommended that State Board of Education accept the Appeal Panel's recommendation(s).

APPROVED

ES&P 2 - SBE Policy Amendment (LICN-001) General Licensure Requirements: Licenses for Out-of-State Teachers

During the month of September and October 2018, the Licensure subcommittee for Professional Educator Preparation and Standards Commission (PEPSC) reviewed policy LICN-001, and in partnership with NCDPI personnel, made recommendations for the full commission regarding out-of-state licensing. During the December 2018 PEPSC meeting, the Commission members heard and discussed the recommendations made by PEPSC and made several recommendations for the NCSBE. During the February 2019 PEPSC meeting, Commission members unanimously approved revising the effective date for the LICN-001 policy changes regarding out-of-state licenses, with the effective date immediate upon SBE approval. As requested by the SBE in February 2019, PEPSC members discussed how to monitor out-of-state teachers and agreed that this should be procedural within NCDPI. The plan for monitoring out-of-state teachers is the following: NCDPI would compare teacher evaluation data (NCEES) and, where applicable, student growth data (EVAAS) of out-of-state teachers during the first three years of teaching in North Carolina with the same in-state teacher data. In addition, PEPSC members discussed and recommended removing *regionally accredited institute of higher education* from the baccalaureate degree requirement for Residency License and Permit to Teach as it is not required in statute. In March 2019, PEPSC members unanimously approved a recommendation to the SBE for the April SBE meeting that outlines out-of-state teacher licensing with a definition of "comparability" as the following:

- The out-of-state applicant has taken a licensure exam(s) which satisfies one component of the licensure process in that State at the time the exam(s) was taken;
- The out-of-state applicant demonstrates a score on the exam(s) that meets or exceeds the passing score, or range of scores, established by the test developer. The applicant must meet, or exceed, the developer's recommended passing score regardless of the state's official passing score.

Therefore, for an out-of-state teacher who seeks licensure in NC with three or more years of experience and holds a current out-of-state license, that individual must provide evidence of passing another state's comparable licensure exam with an exam score that meets or exceeds the test developer's recommended passing score at the time the exam is taken. Individuals with three or more years of experience to convert an IPL to a CPL shall demonstrate evidence of effectiveness by providing evaluation data, which includes student growth, from the state in which the current license is held. For an out-of-state teacher with less than three years of experience, they may be granted an IPL and may convert the IPL to a CPL by passing all SBE-required licensure exams as requirement in LICN-003.

Recommendations: It was recommended that the State Board of Education approve the changes to LICN-001 as presented.

APPROVED

To view the agendas for the State Board of Education's meetings, including links to all handouts and PowerPoint presentations presented to the Board, which may include discussion and informational items not discussed above, please click [here](#).

To view the monthly State Board of Education newsletter archive, including this month's newsletter when available, please click [here](#).

Members of the NCASA staff represent NCASA at all meetings of the State Board of Education. If you have questions about the issues discussed in this State Board Review, please contact Katherine Joyce, Executive Director, at kjoyce@ncasa.net or Elizabeth Yelverton, Legal Affairs and Policy Manager, at eyelverton@ncasa.net.