



The Roger Bacon Academy

NC State Board of Education *Bi-Annual Planning and Work Session* *October 4 & 5, 2016*

The notes below reflect the observations of Lindalyn Kakadelis, Senior Consultant with NC Education Strategies employed by The Roger Bacon Academy, Inc. We post Mrs. Kakadelis' notes as a service to interested educators, parents, and community members. These notes are not official minutes of the NCSBE or NCCSAB nor do they necessarily reflect the opinions of RBA or its staff.

Agenda & Handouts:

Oct. 4: <https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=2750>

Oct 5: <https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=2751>

October 4th:

Responsibilities of SBE: State Superintendent Atkinson began the session by listing the additional responsibilities of the SBE since the 1990's:

- 1900s-1997 –DPI/SBE were responsible to 115 districts, schools and local boards.
- 1997-2005 – Items added: Up to 100 Charter schools and their boards, NC Virtual Public School, added attention to Low-Performing districts/schools
- 2006-2011 – Items added: Residential Schools, NCCAT
- 2012-present – Items added: Charter Schools 67 more & cap removed, Virtual Charter Schools, Educator Effectiveness Partners, Lab schools, Achievement School District

Alcorn - pointed out the responsibilities are increasing but General Assembly is decreasing finances from the agency.

Davis – would like to see NC Pre-K programs all given back to DPI.

McDevitt – alignment must be made between ESSA, SBE Strategic Plan, Pre-K, Leandro (low-performing schools) interventions, and what specifically needs to be done in the budget to reflect initiatives.

[Atkinson's presentation was to lay the foundation requesting "MORE MONEY FOR DPI." Hopefully there will be discussions regarding the specific role of DPI, and more efficient/effective ways of delivering services.]

SBE Strategic Plan overview by Committees - (Hour long presentation)

Thirty-two page power point presentation from five SBE committees.

Summary: North Carolina Students are doing great! All trend lines are going in the right direction!

[Amazing how the state is moving in the right direction with the "horrible" policies and lack of money coming from the General Assembly. Sorry folks, you can't have it both ways. DPI constantly moans

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publically how they cannot deliver “quality education” with the amount of money given, but somehow they continue to produce the “right” results.]

SBE Interagency Advisory Committee (IAC)– State Bd Policy TCS-B-009

<http://sbepolicy.dpi.state.nc.us/policies/TCS-B-009.asp?pri=04&cat=B&pol=009&acr=TCS>

Presentation by Dr. Maria Pitre-Martin, Chief Academic & Digital Learning Officer:

Dr. Martin gave an update on the IAC’s work. The committee looked at research for wrap-around service initiatives regarding students/families. This committee met and discussed framework for organizations and seeking outside services.

LEAs, Local Government Agencies, Faith-based Organizations, Higher Ed Institutions, Nonprofit Organizations, Private Healthcare Providers, Community-based/Civic Organizations, Local Businesses working together to provide services for students/families. Martin discussed a transition from a Coordinated School Health (CSH) program to a Whole School, Whole Community, Whole Child (WSCC) program. The program comes out of CDC. “This expanded model integrates the eight components of a CSH program with the tenets of a whole child approach to education.”

See: <https://www.cdc.gov/healthyschools/wsccl/index.htm>

https://www.cdc.gov/healthyschools/wsccl/wscclmodel_update_508tagged.pdf

Collins: reminded SBE a “sound basic education” for each NC child is a mandate for every agency in the state, and all agencies should embrace their responsibility to help educate students. Lots of opportunity for partnership with other agencies.

McDevitt: Is this part of the Leandro plan?

Martin: Yes.

McDevitt: In the WSCC, who takes ownership? Martin: DPI takes ownership of moving the plan forward.

Collins: LEAs need to put specifically identified service gaps in their School Improvement Plans and then determine what partners can assist.

Willoughby: I like this is coming from CDC, not any “political” football. [Does Willoughby really believe that CDC is not political?]

[I am excited DPI is looking towards outside resources for assistance. Not simply complaining and asking for money. Gov’t agencies must get out of their silos and work with one another. Schools cannot meet all the needs teachers see in the classroom. However, I hope this approach will assist parents/guardians in meeting the needs of their children. There is a fine line in helping parents/guardians or assuming their responsibility. Need to read more about this CDC model.]

Local & State Exemplars for Interagency Collaboration

Avery County:

Alternative school, Blue Ridge Academy, partners with YMCA, day treatment programs, 3 full time counselors. Dual enrollment with Community College been very helpful. Been able to use Medicaid funding for counselors, resources. Should be able to collect more in this area. Redesigned a school bus and brings preschool program to children in their communities. The system uses 9 church parking lots and rotates the bus

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into each area. They involve the churches in this program. When the home and church support is not there – the schools try to fill the gap.

Watauga County:

School is center of the community, and partners to provide extended services. District has a systemic approach in viewing community support. Wrap-around services provided at school. Community needs jobs; poverty has been issue for a long period of time, and affects community. – Bigger picture is the schools must be an economic force to bring back jobs.

Watauga has a BIG “back to school” event. Any child (homeschool or private) can get supplies & backpack, haircuts, DHHS there to help with services, family counseling. The families are fed at the event – over 800 meals. Work with local physicians for clinic. We are seeing more need in the area of mental health, and thankful for a great partnership with ASU Psychology Department.

Caldwell County:

County has two alternative schools, K-5, 6-12. The biggest concern is mental health in lower elementary grades (K-2). The alternative elementary school’s lower grades all full. No placement for some children who needed this intervention. Partnering in having teachers go to homeless shelters.

NC Department of Public Safety: (Power point presentation)

NC Center for Safer Schools is a program in the Division of Juvenile Justice under the Department of Public Safety that began in 2013. Conducted listen tour through the state, and reported back to the Governor. Created a Gov.’s Task Force on Safer Schools. Three major accomplishments:

- 1) Emergency preparedness for schools
- 2) Training/outreach to School Resource Officers
- 3) Student Engagement and Anonymous Reporting (Student Advisory Committee)

Developed a mobile application, See it. Tip it. Stop it, for students/parents to report potential crimes, school violations, or suspicious activities. The messages go directly to the appropriate school official and school resource officer. This is being piloted in 5 districts. See: <http://speakupapp.tips/home.php>
[Good example of interagency collaboration. Does not cost the district to use, but electronically sends information to school and district administrators.]

October 5:

District & School Transformation Evaluation: Implications for Improving Struggling Districts & Schools. – Two power point presentations

Dr. Nancy Barbour, Director, District & School Transformation

Dr. Audrey Martin McCoy, Research & Evaluation Director, SBE office

Dr. Gary Henry, Vanderbilt University

Dr. Julie Marks, UNC Chapel Hill

Dr. Becki Herman, Rand Corporation

Dr. Barbour gave a history of how DPI has worked identifying low performing schools, and how this concept changed over the years. She mentioned that money from RttT, which included support for low performing schools, is no longer available.

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Comparison Data for 2014-15 and 2015-16:

Total 581 schools identified as low performing in 2014-15 (Charters included)

Total 234 schools removed from low performing list based on 2015-16 scores

Total 142 NEW schools identified as low performing based on 2015-16 scores

Total of 489 low performing schools identified for 2016-17.

[This also means 347 schools are STILL low performing for the second year.]

This division is now working with the LEA central offices while working with the low performing school providing a “comprehensive” approach. This also works well with the WSCC model. The Department will be helping schools develop their “School Improvement Plans” on NCSTAR (web-based school improvement tool).

This Division is involved in a USDOE grant studying the implementation and impact of school turnaround in NC, “North Carolina Transformation (NCT) Project.” The project partners include DPI, Vanderbilt, EPIC at UNC Chapel Hill, and the RAND Corp. The federal grant gives \$5 million over five years to evaluate DPIs reconfigured turnaround approach that began spring 2016. [The power point used to inform the SBE was over 60 slides! Eyes were glazed over!]

This project is “designed to provide evaluative feedback about the activities to staff and well as school and district leaders. Goal is to help state and local educators make effective decisions regarding resource allocations and service models.” The NCDPI District & School Transformation Division identified 75 of the lowest performing schools to receive intensive support services. They also identified 85 similar low performing schools that are not receiving the intensive support. (Treatment Schools vs. Non Treatment Schools)

Treatment schools receive a two-day visit by DPI conducting a “Comprehensive Needs Assessment” (CNA), focused un-packing CNA sessions at the school, and targeted feedback on the School Improvement Plan through NCSTAR (<http://ncstar.weebly.com>). The intensive support includes district, school and classroom intervention.

[If DPI cannot figure out what to do to raise student achievement with all of the “Doctors” listed – heaven help us! Wow, look at all the experts! Hopefully they will look closely at elementary schools to see if we are laying a firm foundation in basics. We have to stop promoting students without academic skills. You cannot expect to “fix” academic gaps in middle and high schools.]

SBE members brought attention and discussed in length, Slides #13-18. These slides compare student achievement in LEAs across the US, and student growth in LEAs across the US, grades 3-8, from 2009-2013. Comparing NC with Tennessee, one sees TN lags behind NC in student test scores; however, TN exceeds NC in academic growth.

[If the researchers used state testing for the basis of analysis, one needs to ask if the state tests are comparable. You could also determine since TN has poorer performing students, they have more “growth” room. However, it is interesting that you can see a “state-line” based on these factors.]

SBE Facilitated Discussions on ESSA

Dr. Lou Fabrizio – went over NC’s Strategic Plan for ESSA

The draft plan can be viewed here: <http://www.ncpublicschools.org/docs/succeeds/draft-state-plan.pdf>

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NC ESSA plan will be submitted to USBOE March 6, 2017. USDOE has 120 days to approve. ESSA allows the state to determine some aspects of the performance indicators. The performance indicators must include test scores (EOGs/EOCs), and English Learners Progress. High schools must include the graduation rate, and may include growth. Elementary and middle school must include growth or another academic indicator. The School Quality / Student Success (SQSS) indicator or indicators are determined by the state. The SQSS indicator can be different depending on type of school, (high, middle and elementary). DPI gave a suggested list of indicators collected from surveys given to LEAs across the state, and public input meetings. USDOE requires at least one indicator for SQSS. The data for the indicator must be able to be disaggregated by student groups. Any student group consisting of less than 30 students does not need to report separately.

DPI provided a chart of indicators currently used by the state to determine A-F School Performance Grade (SPG). The list was compared to the ESSA accountability requirements.

SBE Members and advisors were divided into three groups with a facilitator to gather input on the performance and SQSS indicators. After an hour the groups shared comments and input was combined.

Suggestions included:

Performance Indicator:

- 1) Include growth at all levels. (elementary, middle, high)
- 2) Graduation rate (including 5th year)
- 3) Science in Middle and Elementary
- 4) Read to Achieve performance indicators – include portfolio

SQSS Indicator:

- 1) High school graduation project
- 2) ACT performance and/or Career/Technical Certifications
- 3) Teacher Engagement – using NC Teacher Working Conditions
- 4) Collaborative partnership in the communities Tie to WSCC plans/executions
- 5) Absenteeism
- 6) High school digital learning
- 7) Physical activity - lots of research linking it to achievement –not sure how to measure

This will be discussed and decided upon later this year at SBE meetings.

2017 Long Session Budget Roundtable

Philip Price, CFO of DPI

SBE has been asked by the Office of State Budget & Management to include a 2% in an overall reduction for FY 2017-18. (2% = \$173 million) Price asked the SBE to go back into their facilitate groups and discuss priorities for the budget. Atkinson asked the SBE to “brain storm” their goals if “money was no option.”

[BUT MONEY IS A VERY IMPORTANT ASPECT OF A BUDGET PROCESS. What planet does Atkinson live on?]

Input was given to Price for further discussion at the Nov. meeting.

Recap & Next Steps

Superintendent Atkinson presented an example of how DPI’s operational planning incorporates and aligns to the SBE’s Strategic Plan (Goals & Objectives) in each division.

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She used the Division of Charter Schools as an example in her power point presentation. Each division can be reviewed on line:

<http://www.ncpublicschools.org/performance/>

Each division's priority goals, activities and progress are posted.

Closing Remarks by Vice Chairman Collins

Collins closed by reminding the Board of their Constitutional obligations to the students of North Carolina.

Article IX, Section 2 states: "Uniform system of schools ...wherein equal opportunities shall be provided for all students." The court in the "Leandro Case" determined a "sound basic education" consisted of:

- 1) Sufficient ability to read, write and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
- 2) Sufficient fundamental knowledge of geography, history and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation;
- 3) Sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education or vocational training;
- 4) Sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.

Collins wanted to keep this focus in front of the board as they continue to discuss budget and policy issues affecting the lives of students.

NC State Board of Education Meeting

October 6, 2016 Meeting

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II. State Superintendent's Report

[The Superintendent's report included her extensive travels across the state. I am sure it is just a coincidence with her running a statewide campaign. The advantages of the "incumbent" include traveling the state on taxpayers' money. Atkinson started as a teacher in the 70's. This means she has either worked for a NC school, NC DPI, or as Superintendent for over 40 years! If she wins, add another 4 years. Has the academic performance of NC students improved in 40 years? Looking at 2015-16 testing data, 41.8% of 3-12 grade students are NOT GRADE LEVEL PROFICIENT. When looking specifically at the black performance,

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60.5% are NOT GRADE LEVEL PROFICIENT. I will explore the “historical” high graduation rates later in the report. When will we begin to hold our elected officials accountable? Or is this a personality contest?] The report included a Resolution from the Hickory City & Newton Conover LEAs to the NC Legislature asking to raise the compulsory education age from 16-18 years.

III. Presentation: Capacity for Financing School Construction

State Treasurer Janet Cowell & Mr. Greg Gaskins, Director of State & Local Gov’t

Cowell wanted to bring this issue to the SBE because the legislature is already talking about school construction, and a possible state bond. She felt they needed to be involved in the conversations.

Gaskins led the SBE through a power point presentation. According to DPI, the 5-year need for school construction is over \$8 billion. The Annual School Capital Outlay steadily went down from 2009 to 2013, and has gone up slightly during 2014 and 2015. There has not been a state bond referendum for public school construction since 1996. Corporate tax earmarking, Public School Capital Fund was eliminated in 2013-tax reform. Lottery allocation is a “lump sum” of \$100 million annually to statewide needs, which was changed from counties receiving 40% of lottery proceeds. Both of these actions led to a decline in school construction funding. Recently the General Assembly requested the Program Evaluation Division (PED) to study school infrastructure needs.

The Treasure’s office suggested these thoughts to the SBE: (Need consistent messages)

- 1) Goal should be a consistent funding steam
- 2) Use State’s AAA credit wisely, strategically, and within limits
- 3) Look at innovations objectively
- 4) Make policy changes transparently

The SBE did not have any suggestions, but want to be involved in the conversations.

[They should be looking at the innovative construction possibilities used by Charter Schools. Interesting that no one brought up how charters must pay for facility needs within their operation budget. Wonder if anyone is bring charters into the discussion regarding school construction needs?]

V. Consent Agenda (No discussion approved with one vote)

Reports approved by SBE for Joint Legislative Education Oversight Committee (JLEOC):

SLA 2: DPI Study/Improve Outcomes for Students with Disabilities

BSOP 1: Cooperative Purchasing Agreements

VI. SBE Committee Reports

A. Educator Standards & Practices

ES&P 2 - Licensing flexibility for teachers of Career and Technical Ed. (Approved)

B. Student Learning & Achievement

- SLA 4 – Report to JLEOC: Biennial Report on Read to Achieve (Approved)
Outcome Data: 57.9% of 3rd graders demonstrated reading proficiency;
42.1% did NOT demonstrate reading proficiency; 43.3% of those students demonstrated proficiency by passing an alternative assessment;

Over 17,000 students were retained in third grade, or attended a “transitional 4th grade. There were approximately 8,000 of these students still NOT demonstrating proficiency at the end of this remediation. The Principal/Superintendent decides if the child is retained again, or passed on to the next grade without having the reading skills.

- SLA 5 – Report to JLEOC: Improve K-3 Literacy Accountability Measures (Approved)
Outcome Data on Statewide Reading Camp:
There were 21,410, 3rd graders eligible for 2016 Reading Camps. Only 12,703 (59.3%) of eligible students attended these camps. Only 3,816 (30%) students demonstrated reading proficiency after attending camps.
[Did the state get the value of dollar with this program? The General Assembly needs a good discussion on this initiative. Maybe they need to evaluate how well the “Reading Foundation” licensing assessment is being taught in our schools of education.]
- SLA 6 – SBA approved the technical corrections/changes to the 2015-16 Accountability data (Approved)
- SLA 7 – Career & Technical Education Credential Report (Approved)
Credentials are endorsed by business and industry and document student mastery of skills required for employment and advancement in a career. Report shows 140,097 credentials earned by NC CTE students. (90 different credentials were offered). Career Readiness Certificates in 4 different levels were the most obtained. Microsoft Office Specialist PowerPoint & Word were also frequently earned credentials.
- SLA 8 – Report to JLEOC: Local Testing for 2016-17 (Approved)
- SLA 9 – Report to JLEOC: Four-Year Cohort Graduation Rate (Discussion)
[Again DPI does not request data from LEAs on how many students use “Credit Recovery” as a pathway to obtain graduation credits. This pathway allows students a second/third chance to gain credits on a computer-based program. Could this be the reason for “historical” high graduation rates? What does a diploma mean when there is a high graduation rate but only 59% of high school students pass the End of Course assessments, and only 31% of students met all ACT subtests benchmarks. The SBE should ask LEAs for data showing the quality of class content standards towards graduation credits. Has the graduation rate gone up with more students passing the “classroom pathway” for credits, or from taking a “computer based course” for credit? We don’t know. To learn more about “Credit Recovery” see: Report from Center for Public Education:
<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Credit-recovery-programs/Credit-recovery-programs-full-report.html>]
- SLA 10 – Career & Technical Ed Essential Standards (Discussion)
DPI is recommending elimination of some courses, and addition of others.

C. Education Innovation & Charter Schools

EICS 1 – JLEOC Report: Low-Performing Schools & Districts (Discussion)
Much of this report was covered in the work session on Wednesday, Oct. 5

D. Business Operations

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- BSOP 5 – Revise Licensure Fees (Approved with Amendments)
The Licensing Division’s operations cost for FY 2016-17 is \$2.5 million. There is a funding gap of \$470K that will not be covered by current Licensure receipts and \$250K in Title II grant funds. DPI recommends an increase in Licensure fees to be covered by current teachers and those requesting licensing.
SBE discussed this item in great detail. Some members saw this as an additional “tax” to teachers. Item passed with an amendment to request additional funds in the budget. If money comes from General Assembly then increases would not be passed to teachers.
[Instead of questioning the “efficiency” of the process - or even the need to require 5-year renewal of teachers already being observed and rated several times a year – SBE’s solution is to pass it to the General Assembly and blame them for the increases! Another gov’t bureaucracy making hard working Americans PAY for a Licensing Office so they can work!]
- BSOP-6 – School Improvement Grants (Approved)
Grants limited to State’s “priority” schools (Title I schools with reading/math proficiency scores below 50%, and Title I High schools with graduation rates below 60%)
LEAs must commit to implementing one of the following intervention models:
Restart, Turnaround, School Closure, Transformation, Early-Childhood, Whole- School Reform. This is a Federal grant consisting of \$39.5 million over 5 years. Forty-six schools applied, and 19 school applications were approved.
- BSOP 7 – 2017-2019 Biennial Expansion Budget Policy Issues (Discussion)
Nineteen items listed, and Charter School Funding was #1. Philip Price started by saying the growth percent is higher in charter schools than traditional schools, and they did not see that slowing because the removal of the cap. This makes it difficult to predict where children will go to school. Issues relating to budget projects are increasingly more complicated especially with the 20% growth increases for charter schools. This can reduce LEA funding projections. Logistically there are more and more issues accurately building a budget. Alexis Schauss is forming a group to analyze options for legislative changes to better fund charter schools. DPI needs to help schools build budgets on a “more accurate” way. Price stated, “Maybe Charters need their own funding stream.”

[I get concerned when DPI wants to look at Charter Funding. – This is something to closely watch.]

- BSOP 8 – Bonuses for Advance Placement & International Baccalaureate Pilot Program (Discussion)
- BSOP 9 – Industry Certifications & Credentials Teacher Bonuses (Discussion)
- BSOP 10 – Third-Grade Teacher Reading Performance Pilot (Discussion)

These three items were discussed together. All included new line items from the 2016 General Assembly session. Formulas for the various bonuses were discussed.

I later emailed the Office of Charter Schools, and asked if Charters would be receiving any of this designated funding. This information is what I received back:

- Third Grade Teachers – to be paid in January:
 - § Those in the top 25% in the State – **CHARTERS ARE ELIGIBLE.**
 - § Those in the top 25% in their respective LEA. **CHARTERS ARE NOT ELIGIBLE PER LEGISLATION.**
- AP and IB Teachers – to be paid in January - **CHARTERS ARE NOT ELIGIBLE PER THE DEFINITION IN LEGISLATION. DPI WORKING WITH LEGISLATORS TO GET A**

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CORRECTION TO INCLUDE CHARTERS. THIS WILL NOT BE DETERMINED UNTIL JANUARY

- CTE Teachers – to be paid in January:
CHARTERS ARE NOT ELIGIBLE PER LEGISLATION DEFINITION. DPI WORKING WITH LEGISLATORS TO GET A CORRECTION TO INCLUDE CHARTERS. THIS WILL NOT BE DETERMINED UNTIL JANUARY
- One-time bonus of 0.5% (not subject to retirement) – to be paid in October 2016.
CHARTERS ARE NOT REQUIRED TO PAY THE BONUS, HOWEVER THE BASE ALLOCATION INCLUDES A PER PUPIL SHARE OF THE STATE FUNDING (\$5.59)
- Merit Based Bonus for Non-Educators
CHARTERS ARE NOT ELIGIBLE PER LEGISLATION STATING EMPLOYING AGENCY IS LOCAL EDUCATION AGENCY

Vice Chairman Collins closed the meeting thanking staff and SBE for their work in a successful off-sight work sessions and monthly meeting. Concluded with the important work that is being done by the Board.
[Lindalyn's Comments:

These SBE meetings, over three days, included a tremendous amount of material.

I have a concern about the number of reports (volume of information) going to the Joint Legislative Oversight Committee:

- SLA 2 – JLEOC Report - Study/Improve Outcomes for Students with Disabilities (5 pages)
- BSOP 1 – JLEOC Report – Cooperative Purchasing Agreements (2 pages)
- SLA 4 – JLEOC Report – Biennial Report on Read to Achieve (168 pages)
- SLA 5 – JLEOC Report – Improve K-3 Literacy Accountability Measures (13 page report – all LEA reports – 160 pages)
- SLA 7 – JLEOC Report - Career & Technical Ed Credential Report (40 pages)
- SLA 8 – JLEOC Report – Local Testing for 2016-17 (12 pages)
- SLA 9 - JLEOC Report – Four Year Cohort Graduation Rate (7 pages)-
- EICS 1 – JLEOC Report – Low-performing Schools and Districts (54 pages)

There is NO way a General Assembly Member can read, understand, and have quality questions for DPI. (Especially during this campaign season.) I encourage everyone to read the reports you are most interested in, or have the most understanding/knowledge. Discuss your findings, concerns and questions to the Members of the Joint Legislative Oversight Committee. Give them facts they need to comprehend what actually occurs at the school level, questions to uncover legitimate concerns and DPI's spin.

See:

http://www.ncleg.net/gascripts/Committees/committees.asp?sAction=ViewCommittee&sActionDetails=Non-Standing_110

The legislature requested 23 “new” reports from DPI. There will be a total of 66 reports provided in this fiscal year. I understand the legislature is probably requesting these reports due to a lack of trust of the

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agency. However, General Assembly Members need the citizens also reading and helping to understand/interpret all this information.]

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