



The Roger Bacon Academy

NC State Board of Education

Monthly Meeting - November 2 & 3, 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:

November 2, 2016:

<https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=2789>

November 3, 2016:

<https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=2793>

November 2:

II. SBE Issues Session – Every Student Succeeds Act (ESSA)

The SBE divided into three groups to discuss three major questions related to the State's ESSA implementation plan. Dr. Howard gave an overview of the questions.

- No Child Left Behind's goal of 100% of students performing at grade proficient was never met, and ESSA now gives freedom to implement a state's long term goal for performance, and the interim progress targets to reach that goal for each of the reported student subgroups. What should be our long-term goal and progress targets?
- Eight grade students in NC taking NC Math 1 must also take the 8th grade EOG assessment in math. Can we eliminate double testing at grade 8?
- Should North Carolina use the ACT tests (reading, English, mathematics and science) to determine proficiency in lieu of the three end-of-course (NC Math 1, English II, and Biology), and should the ACT be used for the high school growth measure?

The three groups came up with very different perspectives. One group suggested a six-year window for a long-term goal, with progress targets every two years. The specific percentage targets and goals would be determined after looking at previous performance data. They also suggested that each subgroup have their own reasonable percentage goals based upon previous data. All can start at a different place, but the same growth should be expected.

Another group decided a ten-year window for the long-term goal with progress targets to be met every three years. This group did not think 100% of students meeting goals unreasonable. They also thought the goals might be linked to when kindergarteners graduate in 2034.

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The Three Laws

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The third group suggested linking their goals to the Governor’s goal of “67% of working adults with education and training beyond high school by 2025.” This group was the only one suggesting to link ACT somehow to graduation goals.

After the three groups presented their suggestions, DPI asked if those participating would like to see where the three groups agreed, where there was “common ground.” There was total silence, and DPI said they would capture all the ideas and present them at another meeting.

[Interesting there was total silence when DPI suggested finding common ground from the three groups. It will be curious to see how DPI pulls the three perspectives together. Will they take what the groups suggested and present what the agency desires? Time will tell. There is much disagreement on using the ACT. Some think higher graduation rates have devalued the diploma and the ACT might provide a better indicator of students’ academic performance. Currently EOCs count 20% on the courses’ final grade for students. The major concern of using the ACT for an accountability measure centered around students having NO “immediate” incentive to do their best on ACT. However, linking the ACT score to the student’s overall performance (making students accountable) might be the best way to insure the diploma is more than an “attendance award.”]

III. Committee Meeting

A. Healthy Responsible Students

- HRS 1 – Whole School, Whole Community, Whole Child Resolution (WSCC) - Discussion – Moved to Action on First Read – Passed on Thursday
WSCC Framework was discussed at Oct. work-session. CDC developed this initiative. See: <https://www.cdc.gov/healthyyouth/wsc/>
Collins asked for the SBE’s “Interagency Committee” to be included in the resolution. This Committee facilitates the coordination and collaboration of various State Agencies with schools. In this resolution, the SBE encourages all LEAs to use the WSCC framework.
[It is important that Gov’t Agencies work together instead of having a silo mentality. However, we need to make sure we do not expand the “nanny state.” Putting a clinic on campus to deal with all medical needs might be going too far, while bringing DHHS to the school for immunizations would be helpful. Should schools be the hub for all gov’t agencies? We need to work together, but always making the parent/guardian responsible for the child. Could these actions lead to being co-dependent with irresponsibility?]
- HRS 2 – Healthy Active Children Policy Revisions – Discussion
The policy revisions incorporate the WSCC framework into the LEAs School Health Advisory Council (SHAC).
There was some discussion of how the SHAC is one initiative given as part of the solution in the Leandro lawsuit.
Willoughby: Are Charter Schools also responsible for establishing SHAC? If not, should that be something we need to look into having them establish?
No, Charter Schools do not have to establish these councils.
After a brief discussion by the SBE, Cobey suggested the CSAB look into and advise the SBE if charter schools should establish these councils. Taylor was asked to bring this issue before the CSAB.
[I was encouraged Cobey did not allow the SBE to move forward mandating this work on charter schools. The CSAB should carefully look at the policy and advise the SBE against mandating these

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councils. The policy is written for LEAs who have a Central Office, which charter schools do not. There is a lot of work putting together a SHAC which helps plan, implement and monitor this 5-page policy. There is also an annual report submitted to SBE & DPI. Charter school leaders should read this policy and give their opinions to the CSAB. Policy can be found here:

https://simbli.eboardsolutions.com/meetings/TempFolder/Meetings/HRS%202%20-%20Attachment%201%20-%20Draft%20Revised%20SBE%20Policy%20HRS-E-000_65461pxkjtucwlvbnntmzacwincig.pdf

- **New Business – School Mental Health Initiative (NC SMHI)**
 The NC SMHI is a multi-disciplinary partnership consisting of public educators, community-based mental health clinicians, lawyers, NC state department officials, advocates, university faculty and parents. Mission: to develop recommendations for policy and/or legislative changes to ensure that public school students in NC have equitable access to a full continuum of high-quality and well-coordinated mental health services.
 The presentation stated nearly 20% of all students in NC have a mental health and/or substance use disorder. Of those 78% will not receive treatment in the current system. Schools have been identified as the “natural and best setting for mental health prevention and treatment services.” They are aligning to the WSCC framework. There was some discussion of the need for universal screening for adequate, comprehensive early access. The expansion of these resources could possibly be met through Medicaid dollars.
 [I am concerned the percentage of students with mental health issues is high. I would like a very clear, concise definition of what determines a mental health disorder. I know there are problems, but it is very important to make sure schools do not over diagnose like what happened with some incidences of ADHD, and ADD.]

B. Student Learning & Achievement

- **SLA 1– NC Math I Extended Content Standard – Discussion**
 These are changes to the NC Math I Extend, a course for students with special needs (significant cognitive disabilities). Math I standards were revised in June and these changes better align the two set of standards. “This allows for educational goals to link directly to grade level and academic content.” There was little discussion, except praise for having high expectations for these students. This is approximately 1% of the population.
- **SLA 2 - Updates to policy Delineating Use of Assessments for the NC Teacher Evaluation Process – Discussion**
 This policy lists every standardized tool used to reflect student growth for teachers and schools. This also directed any student taking a course through the NC Virtual Public School (NCVPS) that offers a NC Final Exam to take the exam. The policy allows for the NCVPS to request a waiver of the testing window if necessary.

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C. Business Operations

- BSOP 1 – 2017-19 Biennial Expansion Budget Requests – Action Item (Option C passed on Thursday)

The SBE is required to submit to the OBM an expansion budget that is requested to not exceed a 2% growth amount, which is equal to \$173 million. The state board began this process in September with a line item list of \$1.2 billion. That was narrowed to a \$517 million request. Now the SBE must decide how to comply with the OBM's request of a 2% limit, which is \$173 million.

Price presented the SBE's priorities of \$517 million budget request, but then submitted two options (A&B) for the \$173 million request. Each option deleted certain line items. The SBE requested a third option, Option C, which requested some money for each line item. DPI is required to do a cost analysis for each line item requesting \$5 million or more.

Specifics of these requests can be found here:

https://simbli.eboardsolutions.com/meetings/TempFolder/Meetings/BSOP%201%20-%20Attachment%202%20-%202017-2019%20Biennium%20Budget%20Summary%20Documents_65838pxkjtucwlvbnntmzacwincig.pdf

McDevitt: The \$517 million is more realistic of the SBE's priorities and our needs. We need to make that clear to the Governor's office and the General Assembly.

Collins: The SBE should articulate a clear forecast of what will happen long term if specific items are not funded. We should consider explaining how the SBE could be "on-track" with future requests.

This would link expenditures now with these budget requests to future budget requests.

Price: In the letter attached we will make clear the \$517 million need.

McDevitt: We should begin with the \$1.2 billion need assessment, and how we cut to \$517 million.

Cobey: Reminded the SBE this is only the beginning of the budget process and the full \$517 million can be taken directly to the General Assembly Members. The session begins in January and the conversations should begin quickly after the elections.

[How much money is enough? How much does it cost to educate a child? The answer is always "a little bit more." There will never be enough money printed as schools assume more responsibility for raising a child, and the agency grows to accommodate. However, the state has limited resources and must manage all the needs of the state, not just education. This is why there should be some type of formula for the rate of increase to any agency. There should be a formula linked to The budget process however is consistently linked to student achievement, so how can DPI continually show increases, while bemoaning never having enough money.]

- BSOP 2 – Title V State Abstinence Education Grants - Action on First Read – (passed on Thursday)
This is a Federal Grant involving a total of \$2.4 million. This agenda item involved an additional \$612,054 supplemental award given to the agency. DPI is now able to grant five more LEAs \$50,000 each. Evaluation for these programs is linked to the CDC's Youth Risk Behavior Surveillance System (YRBSS).

See: <http://www.cdc.gov/healthyouth/data/yrbs/index.htm>

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- NC Virtual Public School Update – Herman Hall
Presentation on NCVPS World Language Program was given since there is much interest in this area. There were over 9,700 students enrolled in 8 different language programs during the 2015-16 school year. NCVPS conducts “Culture Café,” which are an hour-long session conducted by a staff member discussing a variety of topics relating to the places where the language is spoken. NCVPS is exploring ways to implement this concept in other subjects like ELA, STEM subjects.

- E. Educator Standards & Practices
 - ES&P – State of the Teaching Profession in NC
Report for the General Assembly to be approved next month by SBE
This year DPI has changed the title of the old “Annual Report on Teachers Leaving the Profession” to the “State of the Teaching Profession in NC.”
[This is due to the controversial negative nature of the report and how it was used to “prove” a tremendous number of teachers were leaving because of the actions of the General Assembly. Also in 2015 a bill was passed requiring DPI to collect more detailed statistics.]
The report gives data on the “attrition” and “mobility” rates of teachers for the 2015-16 school year. NC employed 95,549 teachers last year, and 8,636 changed classrooms, which makes up the 9.04% attrition rate. Of the 8,636, 7.6% remained in education, 12.6% left because the family moved, and nearly 26% retired. Only 9.6%, 828 teachers, resigned to teach in another state.
[This comment in the report acknowledges the controversy: “Differences in employment trends between the 2015-16 report and prior years are not comparable and should not be attributed to any programs or policies implemented in prior years.” BUT why not?? Could it be that last year reported 14.84 % teacher “turnover” rate is very different from this year’s 9.04% “attrition” rate?
I would like to see two more statistical data points included in this report. We should know how many teachers moved into the state to teach, and what are some comparison numbers for other vocational fields, like nursing.]

 - ES&P – General Licensure Requirements: Provisional Licensure
Discussion to be approved next month
The policy change allows for teachers granted a provisional license to be eligible to receive the same years of experience associated with their original license. This allows an LEA the ability to keep a certified teacher who is teaching provisionally in another subject area at the same pay scale. This is considered better than hiring substitute teachers to fill a need.

 - ES&P – Policies on the Beginning Teacher Support Program: Mentor Requirements
Discussion to be approved next month
This policy outlines the eligibility requirements for teachers serving as mentors for beginning teachers, in response to state law. It also provides parameters for establishing and maintaining the relationship.

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- Observation Calibration Tool for Principals

This is an update on the implementation of this tool used by principals to evaluate how they rate teachers during their observations. It is an online training tool that uses classroom videos to ensure accurate and reliable classroom observation evaluations. The principal looks at a teaching video and then rates the teacher. Their ratings are compared with an online evaluator training platform combining BloomBoard's PD with Empirical Education's observer training and a calibration tool.

Data shows the more the principal uses this tool there is increase rater agreement.

The pilot in 2014-15 consisted of 138 administrators from 20 LEAs. In 2016 the expansion includes 1008 statewide principals coming from 58 LEAs and 11 charter schools.

[It would be interesting to see what pedagogy is considered the "best." Based upon what is believed in Schools of Education, I am sure Direct Instruction would be highly rated; even though we know it is a reliable model to teach. See: <http://thefederalist.com/2016/06/24/we-wouldnt-need-affirmative-action-if-k-12-schools-actually-worked/>]

Adjourn

November 3:

II. Special recognition – Global-Ready Program

- First Global Educator Digital Badge Completer

The first teach to gain this recognition: Ms. Brenda Todd – Union County Schools

- Global-Ready School Recognition:

This is all part of the NC Global Education. More information can be found here:

<http://www.dpi.state.nc.us/globaled/>

III. State Superintendent's Report

- Atkinson's Report –

[She is again traveling around the state. Of course her travels help with her fourth campaign to be NC State Superintendent. The advantages of being an incumbent.]

- Legislative Report

Ms. Rachel Beaulieu presented the 2016 Report of Education Legislation. This report can be found here: <http://legislative.ncpublicschools.gov/resources-for-legislation/2016-short-session/report-on-ed-legis.pdf/view>

This is a 341-page report detailing every piece of passed legislation dealing with education during the 2016 Short Session.

[Education is a huge part of legislation. I wonder if we are legislating education to a futile goal. The most important consumer of education is the parent. This is why school choice works, and everything else requires more and more laws/regulations.]

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IV. SLA 3 – Residential Schools Annual Reports 2016

This the annual report from the NC School for the Deaf Advisory Council to the SBE regarding their activities and recommendations. This includes three schools: NC School for the Deaf, Morganton, NC; Governor Morehead School, Raleigh, NC; Eastern NC School for the Deaf, Wilson, NC.

[Two recommendations caught my attention:

“Promote a Global School of Deaf Culture by enrolling international students and accepting tuition.”

YES, if there is room why not?

“Permit enrollment increases in special schools by making them schools of “CHOICE.” I think this is a good idea for every school in our state. Glad to see this is coming from the Council]

V. Consent Agenda (all items passed without comment)

- BSOP 5 – Bonuses for AP & IB Pilot Program
- BSOP 7 – Industry Certification & Credentials Teacher Bonuses
- BSOP 7 – Third-Grade Teacher Reading Performance Pilot
- BSOP 8 – LEA-Wide Weather-Related Calendar Waiver Requests
- BSOP 9 – Report on the Educator Licensure Processing System
- SLA 4 – Career & Technical Education Essential Standards
- EICS 3 – 2015-16 JLEOC on Low Performing Districts & Schools
- EICS 4 – KIPP-Charlotte Mission Statement Amendment
- EICS 5 – Ignite Innovation Academy- Pitt Transportation
- EICS 6 – Annual Charter School Performance Framework Summary Report

VI. Action & Discussion Agenda (Discussions were held on Nov. 2, see above notes)

- A. Education Innovation & Charter Schools
No action was taken on any item.
- B. Business Operations
SBE approved “Option C” to present to the Office of Budget Management.
SBE approved the Title V Abstinence Grants
- C. Educator Standards & Practices
No action was taken on any item.
- D. Student Learning & Achievement
- E. No action was taken on any item.
- F. Healthy Responsible Students
Resolution was moved to Action on First Read, and was passed

VII. Chairman’s Comments –

No new business

Adjourn**The Three Laws**

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