



# The Roger Bacon Academy

## NC State Board of Education Monthly Meeting - April 5-6, 2017

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:

April 5, 2017 – <https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=3173>

April 6, 2017 – <https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=3182>

## April 5, 2017

### II. SBE Committee Meetings

#### A. Student Learning & Achievement Committee

##### Action

- SLA 1 – English Language Arts Draft Standards Revision

DPI began the presentation by stating the difference between standards & curricula. They described the process used to develop the draft and the timeline since June 2016. Handwriting, specifically cursive writing, has been added to second grade since the last board meeting. [OOPS, DPI almost forgot! Cursive writing is in State Statute, [§ 115C-81.\(l\), p.13](#), and MUST be in the standards.]

Board Member Collins: LEA Standards have been a political tug-of-war, have we answered the critics from when we adopted Common Core?

DPI: We reviewed the Academic Standards Review Commission's suggestions and they were considered in the final draft.

Collins: One thing I know about standards – everyone has opinions. It would be good to get an external reviewer to determine rigor.

DPI: When we sent the standards back to the LEAs we asked specifically about the developmentally inappropriateness of the standards and rigor – we listened to their concerns and went deep into the research to get the draft we have today for approval

Board Member Oxendine: Do we have a clear definition of what is a standard? I did not see one. What about Guiding Principles?

DPI: Those are not part of the standards, but we can add.

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## The Three Laws

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Lt. Gov. Forest: We might be rushing this – the standards need vetting from an outside source so the public has confidence with what the agency has done.

Board Member Davis: This draft has been out for public input for two months. The process has included lots of input and we have several letters of support. We need to move forward and adopt these standards.

Board Member Willoughby: There was lots of discussion about standards a few years ago, which is good. Many people do not understand the difference between standards and curricula. I think it is important to highlight the letter we received from the Chamber of Commerce. They are in support of these current standards. I know our Superintendent has been on a “Listening Tour.” Maybe he can give us some comments regarding what he has heard on the standards.

Superintendent Johnson: I am hearing there should be an external review of the draft. In fact, I sent a letter to the Chairman asking for an external evaluation and have not heard anything from my request.

Board Member Davis: We have invited anyone who would like to review these standards, now it is time for us to pass the standards.

Board Member Collins: Do we think that the silence of those who might not agree with the standards is an approval of the standards? I applaud the agency’s process of having NC standards written by NC teachers. However, we need to do all we can to make sure all stakeholders approve. We could delay the approval for an external evaluation.

Board Member Oxendine: I think we should study the standards further. The 9<sup>th</sup> – 12<sup>th</sup> grade standards basically are all the same. There is no list of specific literature that increases with rigor from grade to grade. By reading the standards a teacher cannot differentiate what type of literature to focus on in the 9<sup>th</sup> grade versus the 12<sup>th</sup> grade.

Bobby Cavnar, NC Teacher of the Year, (Advisor to the SBE): I would be terrified if the state mandated a required reading list. Every child is different, every school and every county. Teachers need the flexibility to meet the needs of their children.

[OH MY! –Since he is a high school English teacher, wonder what literature he has been using? You would think every high school student taking American Literature would have certain classics they would read. I guess NOT. So it seems, in North Carolina each teacher does what is “right” in his or her own eyes. Wonder if this is why [NC ACT scores](#) are so low?]

Board Member Davis: Teachers knew, principals knew, parents knew about the comment period for these standards. If memory serves me right we have had two months of public input. I cannot insure there will not be controversy, but what I can insure is that we have had plenty of time for comments.

Superintendent Johnson: It appears this Board is willing to ask for input, but not willing to have a third party to review the standards. All the surveys are filtered through the agency. We need to get this department to stop acting in a silo. We need to collaborate with others.

Board Member Oxendine: I would like to know some of the criticisms from parents.

DPI: we would need to go pull that from the surveys.

[While there are differences between standards & curricula, DPI never once said that standards drive the type of curricula used. These standards are very important, and DPI handpicks the teachers who work on the project and write the revisions. It is very important to get input from expert, external reviewers. This was the BEST discussion I have ever heard from the SBE. Usually

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they just go along to get along with DPI. You could tell listening to the discussion there probably will be a split vote tomorrow on these standards.]

#### Discussion

- SLA 2 – Update to READY Accountability Annual Performance Standards Policy  
 The revision in the policy deals with 8<sup>th</sup> grade students taking Math I, (about 27% of 8<sup>th</sup> graders). Currently, these students take the 8<sup>th</sup> grade Math EOG assessment and Math I assessment in the same year. Now these students will not have to take the 8<sup>th</sup> grade Math EOG. When these students take Math III, that assessment will count towards the federal high school math accountability assessment.  
 [It was asked if Math II could count towards everyone’s high school math accountability. DPI said some 8<sup>th</sup> graders are taking Math II. Wow, wonder how rigorous these courses are if middle school students take Math I & II? Both courses are considered high school math courses. WHY can’t the state use Math III for everyone? There is something strange – could it be that every high school student does not take Math III? Not sure what is the problem, but it looks like 27% of students will have a different federal high school math accountability assessment.]
- SLA 3 – State Advisory Council on Indian Education Annual Report  
 This is an annual report to the General Assembly regarding Indian Education. There are 20,000 American Indians in NC schools and 8 recognized tribes in the state. SBE questioned why performance scores are continually so low. DPI representatives stated many of these students live in rural communities, and are being raised by grandparents. Twice the agency referred to parental involvement in the student’s life being so important. The poor quality of core instruction and the lack of respect for the Indian culture could also have an affect on the performance. Teacher and principal turnover in these lower performing rural schools is a concern.  
 [The data in [this report](#) incriminates DPI. The report disaggregates the performance of Indian, White, Black, and Hispanic subgroups. **Over 50%** of 3<sup>rd</sup> -8<sup>th</sup> grade Black, Hispanic and Indian subgroups were **below grade level performance** in reading and math for the last **3 years!** (Slide #7) The EOC’s scores were not much better. (Slide #8) Look at the Advance Placement and SAT data. (Slides #10 & #11) Meanwhile, don’t worry! Over 80% of each subgroup is graduating with a NC Diploma. Do you see any inconsistencies? This should cause alarm across the state. Looking at this data you have to come to the conclusion the NC High School Diploma is an Attendance Award.]

#### New Business

- Every Student Succeeds Act (ESSA) Update  
 DPI reviewed Secretary DeVos’ March 13 letter, stating there was a new template from DOE to use for ESSA. The agency will be using the new template. Congress repealed ESSA State Plans & Accountability Regulations and President Trump signed the bill on March 27<sup>th</sup>. However, States must adhere to the law in the absence of repealed regulations and the assessment regulations are still in effect. DPI will post the state plan with the new template on the [ESSA website](#) before the SBE May meeting.
- NC Check-Ins Update  
 NC Check-Ins are interim assessments developed by DPI. These assessments are being field tested around the state. This report comes from survey of 285 principals who administer these new assessments in their schools. The majority of principals (68%) recommended these new

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assessments be voluntary and not mandated by SBE. DPI is recommending expanding these assessments over the next two years. Ryan McCreary, Principal in Hickory, presented to SBE. He was supportive of these new assessments. He said it made it easier to track individual progress of each child and make decisions on interventions in a timely manner. Mr. McCreary also stated one issue is the balance of re-teaching and moving forward with the curriculum.

[I find it interesting most principals do not want these mandated. I also appreciated the Principal's comment regarding re-teaching vs. moving forward. If a teacher does not teach each skill to mastery, especially in math, the scaffolding is simply too weak for higher-level skills. This is a serious issue and should be addressed. What is the priority of the SBE?]

## **B. Education Innovation & Charter Schools Committee**

### Action

- EICS 1 – Approval of Restart School Applications

Recurring Low performing Schools can apply for one of the [4 Reform Models](#) to try and improve student performance. The “Restart” model allows the district school to operate with the same exemptions from state statute (flexibility) as a charter school. This is a second reading and will be voted on this month. The approval of these schools means there will be 56 district schools using this model. EICS 5 below is a discussion of more districts asking for this model.

[The ability for schools to have this flexibility came under the same state statute that lifted the charter cap of 100. LEAs having flexibility is good! I find it interesting this model of becoming “charter like” is the most popular and growing quickly. However, will this establish a system of “rich” and “poor” charter schools? This would not be a concern if the charter vs. district funding inequities were resolved. But until then – Charter receive about 30% less in funding, and this needs to be addressed!]

- EICS 2 – Kestrel Heights Review Panel Decision

Board Member Taylor postponed this discussion until tomorrow.

### Action on First Read

- EICS 3 – Voluntary Relinquishment of the Charter For the Twin City Charter High School

This charter was granted by the SBE in 2016, and now the Twin City Charter School Board is turning back in their charter. The school never opened, and there were no students displaced. The Board made this decision based on charter management company, [Accelerated Learning Solutions](#) (ALS), not being willing to fulfill their commitment to open the school.

[ALS is a company that contracts with charter boards to run a dropout prevention programs. They are out of Florida and currently operates three similar schools in North Carolina.]

- EICS 4 – Recommendation Regarding Assumption of Community Charter School

Steven Walker, VChair of the Charter School Advisory Board (CSAB) recommended the SBE to not renew Charlotte Community Charter School's charter. This action will force the school's closure due to low-performance and low enrollment. Mr. Walker explained the CSAB worked very hard to have the charter assumed by another successful charter board. One of the main reason there would not be an assumption was due the to fact Charlotte Mecklenburg Schools would not renew the lease on the building. This made it impossible for an assumption.

[This is so sad, and everyone should [read how difficult it is to work with LEAs.](#)]

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## Discussion

- EICS 5 – Restart School Application (additional applications)  
This is the first reading of these application and they will be voted on next month. This round of request includes 6 LEAs and 27 schools for Restart Model, and two schools for [Transformation Model](#).  
[Again, will there be “rich” district charter schools versus “poor” charter schools? With these added schools there will be 83 district “charter” like schools. **I doubt any LEA asking for this model would do so IF they got the same funding as a charter school!**]
- EICS 6 – Nominations to the NC Virtual Public School Advisory Council  
Dr. Mary Williams Keel is being nominated to the NCVPS Advisory Council. The SBE needs to approve this nomination.

## New Business

- Cooperative Innovative (CIHS) High School Students & School Showcase  
[CIHS](#) are programs approved by the SBE and established through a partnership with the LEA and their local postsecondary institutions of higher education. These programs enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program or earn up to 2 years of college credit. These schools are usually located on the campus of the partner institution of higher education. The schools usually do have more than 100 students per grade level.  
There are currently 116 CIHS in the state: 102 partner with the local community college, 9 with UNC institutions and 5 with independent colleges.  
These two schools were highlighted in the Annual Report and gave a presentation to the SBE:  
Catawba County - Challenger Early College High School (partners with Catawba Valley Community College)  
Craven County – Craven Early College High School (partners with Craven Community College)  
A student from each of the schools above shared how the program assisted them in pursuing both a high school diploma and an associate degree from a community college. These schools are small and most have eligibility criteria to enroll. [This is an example of districts allowing for “creaming” of higher performing students from other high schools in the district. I do not see a problem with having eligibility criteria for schools with specific programs. Just don’t blame charters for “creaming” just because the child’s parent chooses the charter school.] The CIHS schools generally have high graduation rates and higher performance results. Both students’ statements were impressive and encouraging describing the schools’ ability to challenged them towards graduation and completing an extra program.
- NCVPS Update: FLEX Learning/Non-Public Program & Enrollment  
[The North Carolina Virtual Public School](#) (NCVPS) allows for an anytime start date. This is working very well with some students’ situations. This is also increasing the flexibility for the [non-public school students enrolled](#). The enrollment of these “non-public” students is increasing. [This is a great opportunity for students who want alternative options. The General Assembly provides funding for each LEA to pay tuition for their students enrolled. Homeschool students and private school students must also pay tuition to take classes. The NCVPS has students enrolled from other states paying a higher tuition. This is a great example of how education opportunity is opening up even across state lines. NCVPS is a business and participates in the free market of

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online schools! Why are they so afraid of money following a child and allowing the free market to determine quality of programs?]

### C. Healthy Responsible Students

#### Action

- HRS 1 – School-Based Mental Health Initiative Policy

This is the [third draft of the Mental Health Policy](#) over the last few months. The five-page policy mandates every LEA & charter school to develop a plan that reports all the supports the district and schools have for mental health and substance use needs of its student population. All personnel must have 6 hours of training and then subsequent training every three years. Each LEA and charter must have a MOU with the Local Management Entity/Manage Care Organization (LME/MCO).

DPI stated there had been a lot of input from the NC School Board Association and from the charter community. DPI did not see this as increasing the number of students needing support but trying to access money that is already available through Medicaid. This policy is also in line with the Whole School, Whole Child, Whole Community framework.

Board Member White: Would the training be free for schools? I would like to see this policy as cost neutral as possible.

DPI: Yes, we will offer it free to trainers who then will take the training back to their schools. We would like to see this policy occur within the structures already present.

[This policy is a great example of regulatory “creep.” Many schools already do an excellent job of meeting the mental health needs of their students. This policy is another “unfunded” mandate, top-down approach to already over-regulated schools. The policy treats a charter school with 150 students the same as an LEA with 150,000 students. District schools have a “central” office to comply with “paper-work,” but the charter school principal/headmaster must comply with these excessive regulatory mandates. I also wonder if this policy will be on top of the regulatory creep happening in the General Assembly with the Suicide Prevention Bills ([HB285](#) & [SB 316](#). More reporting, more training, what about academics?]

### D. Educator Standards & Practices

#### Discussion

- ES&P 1 – Meeting needs of NC Public School: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation

NC State College of Education & UNC Chapel Hill School of Education have worked together to provide a lateral entry teacher online preparation program. This is to help the teacher shortage everyone is expecting due to the [lower number of students enrolled in education programs](#).

[The teacher shortage continues to be “cash cows” for the UNC System. Lateral entry teachers mean the individual has a college degree but not from the “school of education,” and does not have the state’s licensing and credentials for teaching. However, having an “education” degree or the “paperwork” of credentialing does NOT make the individual a great teacher. The state has a “human-resource” problem, not a “teacher shortage.” The SBE should open up other pathways and quicker pathways for obtaining licensing outside of the UNC system!]





- Legislative Update  
The SBE was given a list of [current bills dealing with education](#). There were two highlighted:  
HB 389 – Calendar Flexibility Pilot Program. This bill allows 20 LEAs from around the state to participate in a pilot program and allow for a flexible calendar schedule regarding the beginning and ending of the school year.  
HB 532 – Modify UNC Laboratory Schools. This allows UNC to establish a laboratory school where 25% or more of the schools in a LEA are labeled “low-performing.”  
[This will be an interesting way to see if schools of education can deliver on what they teach.]

#### IV. State Superintendent’s Report to the Board

Superintendent Johnson reported on his visit to schools affected by Hurricane Matthews. He discussed the launch of his state reading initiative, [NC Reads](#).

#### V. Consent Agenda – There was no discussion.

##### Unanimous Approval

- A. Education Innovation & Charter School
- [EICS 7 – Youngsville Charter School Request to Amend its Charter](#)
  - [EICS 8 – Phoenix Academy’s Request to Eliminate its High School Program](#)

#### VI. Action & Discussion Agenda

##### A. Business Operations Committee

Moved to First Read and Action:

- [BSOP 1 – Career & Technical Education \(CTE\) Incentive Grants for CTE Programs](#)  
**Unanimous Approval**
- [BSOP 2 – Plant Operation Service Report](#)  
**Unanimous Approval**

Discussion (See notes above from Wednesday.)

- [BSOP 3 – 21<sup>st</sup> Century Community Learning Centers Grant Allotment Policy](#)
- [BSOP 4 – JLEOC Report: School Business System Modernization Plan](#)  
Will be partnering with the Friday Institute on this initiative.

Update on Contracts – No Discussion

**Unanimous Approval**

##### B. Student Learning & Achievement Committee

Action

- [SLA 1 – English Language Arts Draft Standards Revision](#)  
**Approved on split vote (8 yea, 4 no)**

There was a lot of discussion again today around an external evaluation of the standards and possible delay of vote until the fall. The question was called and there was a verbal vote taken. [This was a very important vote on what is taught in the area of English Language Arts. It was disappointing to see SBE not approve an external evaluation of these standards.]

Discussion (See notes from Wednesday, April 5, 2017.)

- SLA 2 – Update to READY Accountability Annual Performance Standards Policy
- SLA 3 – State Advisory Council on Indian Education Annual Report

New Business (See notes from Wednesday, April 5, 2017.)

- Every Student Succeeds Act (ESSA) Update
- NC Check-Ins Update

### C. Education Innovation & Charter Schools Committee

Action

- EICS 1 – Approval of Restart School Applications  
**Unanimous Approval**
- EICS 2 – Kestrel Heights Review Panel Decision  
**Unanimous Approval**

The panel upheld all five stipulations that accompany the charter renewal from the Charter School Advisory Board. The panel added one more stipulation, the school should hire an outside auditor to conduct a “thorough program audit of its K-8 operations” to be completed by Oct. 31, 2017.

Action on First Read

- EICS 3 – Voluntary Relinquishment of the Charter for the Twin City Charter High School  
**Unanimous Approval**
- EICS 4 – Recommendation Regarding Assumption of Community Charter School  
**Unanimous Approval**

Discussion (See notes from Wednesday, April 5, 2017.)

- EICS 5 – Restart School Application
- EICS 6 – Nominations to the NC Virtual Public School Advisory Council

New Business (See notes from Wednesday, April 5, 2017.)

- Cooperative Innovation High School Students & School Showcase
- NCVPS Update: FLEX Learning/Non-public Program & Enrollment

### D. Educator Standards & Practices

Discussion (See notes from Wednesday, April 5, 2017.)

- ES&P 1 – Meeting the Needs of NC Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation
- ES&P 2 – Educator Preparation Program Approvals
- ES&P Alternative growth Measures for Career & technical Education Teachers

New Business (See notes above from Wednesday.)

- Analysis of Student Work (ASW) Process & Data Analysis Update

### E. Healthy Responsible Students

Action

- HRS 1 – School Based Mental Health Initiative Policy  
**Approved on split vote (10 yea. 1 no)**

Board Member Folwell voted no on this policy. (See notes from Wednesday, April 5, 2017.)

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**VII. Chairman’s Closing Comments**

- New Business

State Secretary Folwell made comments regarding the pension plans and health care coverage of state employees. He expressed his concerns over the difficulty of the health management survey and of teachers trying to log on for insurance purposes. He stated his determination to have a simpler health plan for our state employees and to make sure there are not any abuses to the insurance coverage.

**VIII. Adjourn - 10:55 AM**

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