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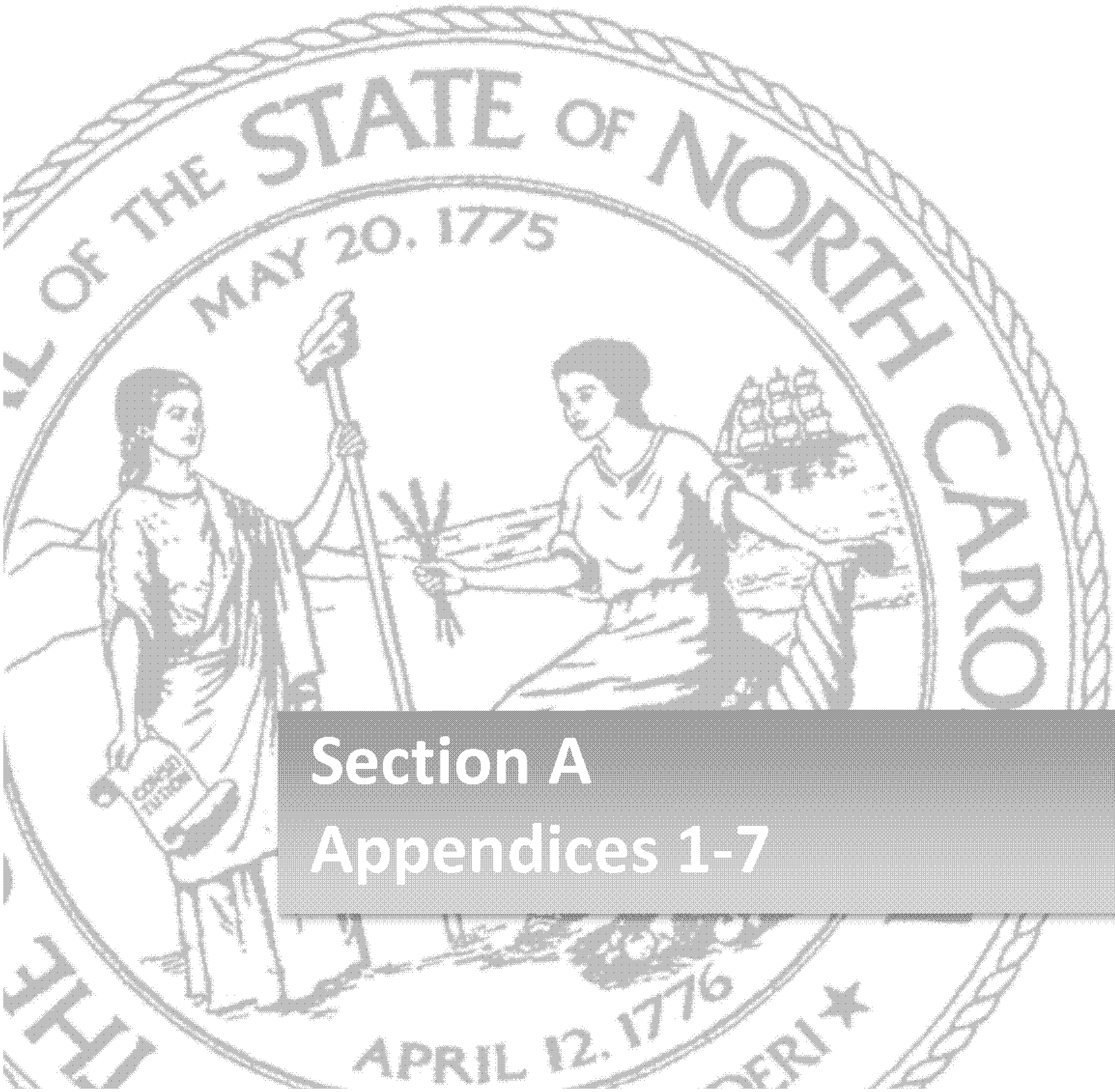

Section A
Appendices 1-7

Sub-Group Targets and Gap Closure

NAEP Categories		Baseline	2010-2011	2011-2012	2012-2013	2013-14 Target
NAEP reading, grade 4 (Baseline=2007)	White	228		231		236
	Black	202		207		213
	Hispanic	205		209		215
	Asian/ Pacific Island	228		231		236
	American Indian	202		207		213
	Economically Disadvantaged	205		209		215
NAEP reading, grade 8 (Baseline=2007)	White	270		273		278
	Black	241		246		252
	Hispanic	246		250		256
	Asian/ Pacific Island	265		269		274
	American Indian	236		241		247
	Economically Disadvantaged	246		250		256
	(Not Economically Disadvantaged)	264		267		272
NAEP math, grade 4 (Baseline=2009)	White	254		257		262
	Black	226		231		237
	Hispanic	236		240		246
	Asian/ Pacific Island	259		262		267
	American Indian	232		236		242
	Economically Disadvantaged	232		236		242
	(Not Economically Disadvantaged)	247		250		255
NAEP math, grade 8 (Baseline=2009)	White	297		300		305
	Black	262		267		274
	Hispanic	274		278		284
	Asian/ Pacific Island	311		314		319
	American Indian	256		261		268
	Economically Disadvantaged	268		272		278
	(Not Economically Disadvantaged)	288		291		296

Sub-Group Targets and Gap Closure, cont.

Graduation Rate Categories		Baseline	2010-2011	2011-2012	2012-2013	2013-14 Target
4-year rate	White	77.7%	79.0%	81.0%	83.0%	86.0%
	Black	63.2%	65.0%	67.0%	69.5%	73.0%
	Hispanic	58.9%	60.5%	63.0%	66.0%	69.1%
	Asian/ Pacific Island	83.6%	84.9%	86.9%	88.9%	91.9%
	American Indian	60.0%	61.5%	63.5%	66.0%	68.3%
	Economically Disadvantaged	61.8%	63.1%	65.1%	67.1%	70.1%

College Readiness SAT & AP		Baseline	2010-2011	2011-2012	2012-2013	2013-14 Target
Average SAT composite	White	1063	1065	1067	1071	1075
	Black	855	861	870	879	888
	Hispanic	963	966	971	978	985
	Asian/ Pacific Island	1075	1077	1079	1083	1087
	American Indian	913	919	926	933	940
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A

		Baseline	2010-2011	2011-2012	2012-2013	2013-14 Target
Graduates scoring 3 or above on one or more AP exams	White	N/A	N/A	N/A	N/A	N/A
	Black	6.2%	7.0%	8.0%	9.0%	10.0%
	Hispanic	4.1%	5.0%	6.0%	7.0%	8.0%
	Asian/ Pacific Island	N/A	N/A	N/A	N/A	N/A
	American Indian	0.5%	2.0%	3.5%	5.0%	6.5%
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Proportion of freshmen enrolled in at least one remedial course	N/A

College Enrollment

Percentage of high school graduates	N/A

Note: N/A = Baseline data not available for subgroups.

This Memorandum of Understanding ("MOU") is entered into by and between the State of North Carolina and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:
1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

President of Local School Board (or equivalent, if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

Detail Table for A1

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(f)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)*
Alamance-Burlington	35	22,304	10,700	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alexander	10	5,537	2,628	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Alleghany	4	1,493	920	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Anson	11	3,924	2,884	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ashe	5	3,206	1,770	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Avery	9	2,230	1,266	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Beaufort	14	7,135	4,480	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bertie	9	2,880	2,290	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bladen	14	5,141	3,599	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brunswick	17	11,673	6,882	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buncombe	40	25,399	11,865	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Asheville	9	3,686	1,728	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Burke	30	13,833	7,762	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cabarrus	34	27,510	9,618	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Kannapolis City	8	5,056	3,515	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Caldwell	26	12,899	6,718	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Camden	5	1,885	517	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Carteret	17	8,144	3,355	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Caswell	6	3,117	1,853	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Catawba	28	17,389	7,063	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Hickory City	10	4,466	2,635	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(f)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)*
Newton-Conover City	7	2,833	1,623	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Chatham	16	7,593	3,551	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cherokee	14	3,523	2,183	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Edenton-Chowan	4	2,377	1,351	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Clay	3	1,382	737	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cleveland	29	16,390	8,936	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Columbus	19	6,768	4,782	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whiteville City	5	2,405	1,540	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Craven	24	14,570	7,720	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cumberland	87	52,317	28,756	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Currituck	10	3,959	1,310	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Dare	11	4,766	1,584	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Davidson	32	20,416	7,425	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lexington City	7	3,034	2,586	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thomasville City	4	2,539	2,254	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Davie	12	6,582	2,614	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Duplin	16	8,815	6,102	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Durham	52	31,891	16,904	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edgecombe	15	7,221	5,321	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winston-Salem/ Forsyth	77	51,255	25,248	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin	14	8,362	4,432	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(f)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)*
Gaston	53	32,002	17,357	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gates	5	1,915	919	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Graham	3	1,151	683	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Granville	19	8,786	4,350	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Greene	5	3,290	2,451	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Guilford	119	70,968	36,121	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Halifax	14	4,265	3,618	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roanoke Rapids City	4	2,915	1,332	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Weldon City	4	981	755	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harnett	26	18,682	9,915	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haywood	16	7,779	3,401	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Henderson	22	13,069	6,258	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Hertford	7	3,162	2,623	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hoke	13	7,516	4,873	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hyde	5	628	432	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iredell-Statesville	35	21,168	8,165	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mooresville City	6	5,375	1,789	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Jackson	9	3,623	1,844	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Johnston	42	31,042	12,311	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Jones	6	1,188	937	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lee	15	9,498	5,578	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lenoir	20	9,309	5,639	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(f)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)*
Lincoln	23	12,039	5,398	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Macon	12	4,315	2,754	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Madison	7	2,592	1,422	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Martin	12	3,902	2,501	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McDowell	12	6,444	4,088	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Charlotte-Mecklenburg	166	132,042	63,293	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mitchell	8	2,121	1,222	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Montgomery	11	4,330	3,116	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Moore	22	12,190	5,312	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Nash-Rocky Mount	28	17,412	9,526	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Hanover	39	23,825	9,870	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northampton	11	2,537	2,251	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onslow	34	23,361	10,087	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Orange	13	6,971	2,463	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Chapel Hill/ Carrboro City	18	11,614	2,946	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Pamlico	4	1,402	745	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Elizabeth City/ Pasquotank	12	6,035	3,422	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pender	16	8,146	4,459	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Perquimans	4	1,718	1,129	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Person	10	5,209	2,704	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

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Pitt	36	22,756	11,882	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Polk	7	2,444	1,261	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Randolph	30	18,615	8,993	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Asheboro City	8	4,510	2,691	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Richmond	19	7,717	5,507	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Robeson	42	23,393	18,271	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rockingham	26	13,860	7,618	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rowan-Salisbury	35	20,643	10,627	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rutherford	18	9,298	5,747	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Sampson	17	8,384	5,510	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Clinton City	5	3,057	1,951	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Scotland	21	6,528	4,724	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanly	24	9,276	4,626	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Stokes	18	7,057	2,964	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Surry	17	8,605	4,955	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Elkin City	3	1,202	421	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mount Airy City	4	1,580	912	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Swain	6	1,883	1,096	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Transylvania	9	3,686	1,860	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Tyrrell	3	585	419	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union	49	37,701	11,333	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vance	16	7,380	6,190	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
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Wake	156	137,092	44,401	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren	8	2,590	2,026	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington	5	1,940	1,584	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watauga	9	4,430	1,479	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Wayne	33	19,119	11,677	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wilkes	22	9,969	5,875	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wilson	23	12,395	8,157	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yadkin	12	5,918	2,897	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Yancey	9	2,462	1,318	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

*In 2009-2010, only 48 LEAs contained lowest-achieving schools eligible for the supports detailed in Section E2.

NC Race to the Top Management Team

Patricia Ashley, Ed.D., is Director of District and School Transformation for NCDPI. Before assuming this position, she was Assistant Superintendent for Instruction for the Owensboro Public Schools, Owensboro, KY, a district identified by Standard and Poor's as an "out-performing" district as a result of student achievement far exceeding predictive variables. She previously served as a teacher in Durham schools, counselor in Wake County, and school psychologist and middle school principal as well as director of social studies and director of student services for the Charlotte-Mecklenburg Schools. She was principal of State College Area High School in State College, PA, and principal of Masonville/Deer Park Elementary in Davies County, KY, both recognized as national Blue Ribbon Schools by the US Department of Education Deer Park Elementary, a Title 1 school in Owensboro, KY, although initially low-performing, became the highest achieving school in KY based on statewide assessment for multiple years and was featured on the Today Show for innovation in education. She received her Bachelor's degree from Duke University in history, a Master's degree and doctorate in counseling from NC State University, and did post-doctoral work in education leadership. She has served as adjunct professor of psychology at Winthrop College and of educational leadership at Western Kentucky University.

June St. Clair Atkinson, Ed.D., was elected as the NC State Superintendent of Public Instruction in November 2004 and re-elected in 2008. Dr. Atkinson is the first woman in NC elected to this position. She heads the NC Department of Public Instruction, an agency in which she served for nearly 28 years as a chief consultant and director in the areas of business education, career and technical education, and instructional services. As a former business education teacher, Dr. Atkinson has been involved in instruction and curriculum development throughout her career. She is past president of the National Business Education Association, Southern Regional Education Board's High Schools that Work, and the National Association of State Directors of Career and Technical Education Consortium. Dr. Atkinson is a member of Delta Kappa Gamma and Phi Delta Kappa and was inducted into East Carolina University's College of Education Educator Hall of Fame in 2008. She received a Bachelor's degree in Business Education from Radford University in 1969, a Master's degree in Vocational and Technical Education from Virginia Tech in 1974, and a Doctorate degree in Educational Leadership and Policy from NC State University in 1996.

Rebecca Garland, Ed.D., is the Chief Academic Officer for the NCDPI. Before assuming this position, she served as the executive director for the NC State Board of Education. In her 30-plus years in education, she has served as a teacher with Harnett County Public Schools, a consultant for the NCDPI in content and gifted education, a director of Middle Schools/Arts/and Gifted Education for Alamance-Burlington Schools, and an associate superintendent for Curriculum and Instruction for Orange County Schools. She holds a Bachelor's degree in History from UNC-Greensboro, a Master's degree in Education from Campbell University, and a Doctorate in Education Leadership from NC State University.

William Harrison, Ed.D., was appointed to the State Board of Education by Governor Beverly Perdue in March 2009. A native of Pennsylvania, Dr. Harrison has served North Carolina public schools throughout his career. In addition to more than 11 years as

Superintendent in Cumberland County, he also has served as Superintendent in Orange County and in Hoke County. He has also served as an Assistant Superintendent in Brunswick County Schools and as a principal and teacher. Dr. Harrison is an adjunct assistant professor at North Carolina State University. His experience includes serving on numerous state commissions, most recently as Co-Chair of the Education Lottery Oversight Committee and as Vice-Chair of the Military Child Education Coalition. Dr. Harrison holds a bachelor's degree in Intermediate Education from Methodist College - Fayetteville, a master's degree in Educational Administration and an Education Specialist degree in Education Administration from East Carolina University, and an Educational doctorate in Education Administration from Vanderbilt University.

Lynne Johnson, Ed.D., has served North Carolina for over 20 years as a teacher, assistant principal, principal, Executive Director for Curriculum and Professional Development and Chief Personnel Officer, earning undergraduate and graduate degrees from UNC-Chapel Hill and a doctoral degree from UNC-Greensboro. Dr. Johnson has worked with educators in the Guilford, Wake, Chapel Hill-Carrboro, Durham, Chatham and Northampton County school systems. Developing and directing Leadership Programs for Aspiring Principals and New Principals, she served as a Program Director for the Principals' Executive Program at the UNC Center for School Leadership Development. Currently, Dr. Johnson is the Director for Educator Recruitment and Development Division at NCDPI.

Adam Levinson, Director, Policy & Strategic Planning, is a member of the State Superintendent's Cabinet and leads, on behalf of the Superintendent, agency efforts to continuously improve organizational effectiveness and efficiency. This work includes efforts to establish, monitor, and manage agency strategic priorities and promote allocation of agency human and financial resources consistent with those priorities. Mr. Levinson counsels the Superintendent and State Board of Education chairman regarding a broad array of policy, strategic, and operational decisions. He created a new division of the Superintendent's Office and currently manages seven direct reports, several of whom are responsible for development of policies and procedures for agency data management. Mr. Levinson has also led and/or managed a number of large, cross-agency projects, including redesign of core business processes and agency reorganization. He is the Project Director for the IES SLDS grant-funded Common Education Data Analysis & Reporting System (CEDARS). He represents NCDPI in collaborations with various external stakeholders, including the legislature, Governor's office, NC Education Cabinet, other State agencies, local education agencies, vendors, and private non-profit entities. He is a member of the Council of Chief State Schools Officers Education Information Management Advisory Council (CCSSO EIMAC). On the NC P20+ project (NC's proposed ARRA P20 SLDS project), Mr. Levinson's anticipated responsibilities will include management of the overall project and management of NCDPI's sector-specific sub-project.

Angela Hinson Quick, Ed.S., is the Deputy Chief Academic Officer for the NCDPI. In this position, she has been charged with implementing the Framework for Change, which includes reforming North Carolina's accountability model, standards and assessments, and DPI's ACRE (Accountability and Curriculum Reform Effort) Project. Prior to joining the agency, Ms. Quick served as a high school biology teacher, a director/principal at two

math/science magnet high schools and a high school principal. She has experience in school districts in North and South Carolina and in Georgia. Ms. Quick holds a B.S. from Appalachian State University, an M.S. from the University of South Carolina, and an Ed.S. from Cambridge College in Boston. Ms. Quick is also a North Carolina Teaching Fellow.

Examples of North Carolina Professional Development Programs

All Kinds of Minds
All Kinds of Minds develops and delivers professional development programs for educators that integrate the latest research-based principles into a framework for better understanding and managing learning variation among students. Over the past ten years, All Kinds of Minds has trained more than 4,300 K-12 educators in 500 schools and 64 LEAs throughout NC, primarily through its five-day *Schools Attuned* course.

Center for Teaching Quality
The Center for Teaching Quality seeks to improve student learning and advance the teaching profession by cultivating teacher leadership. The Center has designed a unique professional learning initiative that taps the expertise of National Board Certified Teachers. During the 2008-09 school year, more than 500 teachers across the state and nation received the opportunity for sustained professional development and support through their virtual learning communities.

Hill Center
The Hill Center is well-practiced in the delivery of best practices professional development for teachers, as well as large, systemic professional development project implementation to improve student achievement. Since establishment of its professional development programs, Hill has trained thousands of educators from 80 NC counties.

Kenan Fellows Program
Established in 2000, the Kenan Fellows Program at NC State University promotes teacher leadership through a prestigious two-year fellowship. Teachers selected as fellows engage in two-year partnerships with distinguished scientists to update teacher content knowledge, gain an understanding of the significance of current research and scientific practice for students, and develop curriculum materials.

LEARN NC
LEARN NC, a program of the UNC-Chapel Hill School of Education, has provided high-quality, cohort-based, online professional development courses to more than 4,000 NC educators. It has trained more than 900 NC educators to lead online professional development workshops and over 100 NC educators to develop courses.

North Carolina Center for the Advancement of Teaching (NCCAT)
The NCCAT was established in 1985 to retain high-quality teachers by providing a continuum of research-based professional development programs for beginning teachers, National Board candidates, teacher leaders, and teachers focused on core content areas. NCCAT provides programming to over 4,000 teachers yearly.

North Carolina Mathematics and Science Education Network (NC-MSEN)
Established more than 20 years ago, the NC-MSEN leverages the faculty and other resources on its 11 UNC campuses to ensure that high-quality, standards- and research-based professional development opportunities are available for NC's science and mathematics teachers.

North Carolina New Schools Project
The NC New Schools Project provides a comprehensive system of support services, including coaching, teacher professional development, principal professional development, and ongoing counsel to more than 100 redesigned and early-college high schools across the state.

North Carolina Teacher Academy
The NC Teacher Academy was established in 1994 by the NC General Assembly to design and deliver staff development in the areas of school improvement, core content, instructional pedagogy, and the use of technology. The Teacher Academy has trained over 45,000 teachers in summer academies, as well as 32,000 participants in local and school-level staff development programs.

Science House
The Science House, a learning outreach program of NC State University, annually reaches over 5,000 teachers and over 36,000 students from six offices spread across the state. Their mission is to work in partnership with K-12 teachers and students to promote the use and impact of hands-on inquiry based learning in science and math.

Evaluation Matrices for Selected Initiatives[1]

B. Standards and Assessment

B.3: Supporting the Transition to Enhanced Standards and High Quality Assessments Evaluation Matrix

C. Data Systems to Support Instruction

C.3: Using Data to Improve Instruction Evaluation Matrix

D. Great Teachers and Leaders

D.2: Improving Teacher and Principal Effectiveness Based on Performance Evaluation Matrix

D.3: Ensuring Equitable Distribution of Effective Teachers and Principals Evaluation Matrix

D.5: Providing Effective Support to Teachers and Principals Evaluation Matrix

E: Turning Around the Lowest-Achieving Schools (TALAS) Evaluation Matrix

[1] The evaluation matrices in this appendix are provided as examples of the types of questions and data sources we will include in RttT evaluation efforts.

B. Standards and Assessment
B.3. Supporting the Transition to Enhanced Standards and High-Quality Assessments
Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
What types of tools and outreach activities are developed and used to build and reinforce stakeholders' belief that the new standards will improve student outcomes?	• Artifact review • Participant records/surveys • Interviews (state staff, others)	Annually
To what extent do teachers in various grade levels/subject areas receive effective, high-quality 1) tools (e.g., Crosswalk document, learning progressions chart, graphic organizers, classroom examples) and 2) professional development to support them in developing a deep, specific understanding of the standards?	• Online questionnaires with focus groups for follow up	Annually
To what extent do district superintendents, principals, curriculum support personnel, and teachers receive high-quality tools and training in using summative and other kinds of assessment information in planning?	• Online questionnaires with focus groups for follow up	Annually
Outcomes		
To what extent do teachers teach to and assess students' performance on the new Common Core Standards?	• Online questionnaires (district staff, principals, teachers) • Interviews (key state leaders) • Selected lesson plan reviews	Annually
What unintended outcomes, if any, are reported relative to the state activities in this area?	• Interviews (random sample of districts)	Annually
Cost-Benefit/Sustainability		
What is the evidence that districts in the state have developed the capacity to support their schools, including their lowest performing schools, in implementing the state standards?	• Site visits/interviews (random sample of districts) • Online questionnaires	Year 4
What are the costs of developing the tools and delivering the training and what are the benefits?	• Project and state budget allocations • Evaluation data over time	Year 4

C. Data Systems to Support Instruction
C.3: Using Data to Improve Instruction Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
What is the evidence that the applications in the networked database (to include formative and diagnostic items and formats, curriculum monitoring support, and "dashboard" interfaces) are used as intended by schools across the state? What do users perceive as the relative strengths and weaknesses of the tools (e.g., ease of use) and professional development in supporting student progress toward standards?	• Networked database system users' feedback (principals, teachers, parents)	To be collected both in pilot and full implementation stages
Outcomes		
To what extent do the networked database applications and professional development result in intended improvements in teachers' decisionmaking about their students' instructional needs?	• Sample of schools tracked over time using variety of methods (interviews with principals/ teachers, lesson plan analysis, surveys)	Annually
What unintended outcomes, if any, are associated with this project and how are they addressed, if identified?	• Interviews (random sample of districts and schools)	Annually
Cost-Benefit/Sustainability		
What is the evidence that districts in the state have developed the capacity to support their schools, including their lowest performing schools, in using data to improve instruction? Are there sufficient financial and human resources to continue support in this area?	• Interviews (random sample of districts and schools) • Budget allocations • Interviews (state staff)	Years 4
What are the costs of developing the networked database and professional development tools and what are the benefits?	• Project and state budget allocations • Evaluation data over time	Year 4

D. Great Teachers and Leaders
D.2: Improving Teacher and Principal Effectiveness Based on Performance Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
How are the Teacher Evaluation Process (TEP) and Principal Evaluation Process (PEP) used across districts in the state?	• TEP and PEP results • Interviews (random sample of teachers, principals, and district staff)	Annually
How differentiated are the scores (e.g., clustered at the top)?	• TEP and PEP results	Annually
How are the TEP and PEP scores related to student achievement and other teacher and principal quality indicators?	• CEDARS data (student and teacher data) • TEP and PEP results	Annually
How do teachers, principals, and district administrators perceive the usefulness of the evaluation processes?	• Interviews (random sample of teachers, principals, and district staff)	Annually
How are results used to make assignments, work with less effective teachers and principals, etc.?	• Interviews (random sample of teachers, principals, and district staff)	Annually
Outcomes		
Is there evidence of improved retention rates for effective teachers and principals and increased leaving rates for less effective teachers and principals over the four years?	• CEDARS data (teacher data only) • TEP and PEP results	Trends over time
What unintended outcomes are reported relative to the TEP and PEP evaluation system?	• Interviews (random sample of teachers, principals, and district staff)	Annually
Cost-Benefit/Sustainability		
For the TEP and PEP, what is the evidence that the ongoing training and support needed to continue will be available?	• Interviews (random sample of district staff) • State budget allocations	Years 3 and 4

D. Great Teachers and Leaders
D.3: Ensuring Equitable Distribution of Effective Teachers and Principals
Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
What process is in place for ensuring the equitable distribution of effective teachers and principals across schools?	• Project records • Interviews (random sample of program staff, principals, district staff, and state staff)	Annually
Compared to previous recruits, what is the quality of the new teacher and principal recruits in targeted districts?	• CEDARS data (teacher data) • Project records • TEP and PEP results	Annually
How many teachers and principals participate in orientation/immersion activities in targeted districts and what are their perceptions of the value of the various activities?	• Project records • Online questionnaires with teacher and principal interviews to follow up	Annually
Outcomes		
What percent of recruited teachers and principals in targeted districts remain after Year Three and how does the retention rate compare to that of teachers and principals entering via other routes?	• CEDARS data (teacher data) • Project records	Year 4
What is the relationship between School Working Conditions Survey results for schools and teacher and principal retention in those schools in targeted districts?	• CEDARS data (teacher data) • Project records • School Working Conditions Survey	Year 4
To what extent are effective teachers and principals more equitably distributed across schools?	• CEDARS data (teacher data) • TEP and PEP results	Trends over time
Cost-Benefit/Sustainability		
What is the evidence that recruitment and other processes will be maintained in the targeted districts after the fourth year and are there sufficient financial and human resources to continue?	• Interviews (random sample of district staff) • State and district budget allocations	Years 3 and 4

D. Great Teachers and Leaders
D.5: Providing Effective Support to Teachers and Principals Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
To what extent do the content and design of professional development activities exhibit the characteristics of high-quality professional development?	• Expert observations and review • Participant surveys	Annually
How many PD leaders are identified and what are their characteristics? In which areas are the PD leaders qualified to provide professional development?	• Project records • Survey of PD leaders	Annually
Outcomes		
To what extent have districts increased their capacity to coordinate and support professional development as a result of RTTT activities?	• Review of professional development action plans • Interviews with sample of district staff	Annually
To what extent does participation in PD programs result in changes in classroom practices by teachers and leadership/management practices by principals?	• Changes in educator performance as measured on TEP and PEP • Teacher and principal surveys	Trends over time
To what extent does participation in PD programs result in improved student achievement?	• Student growth scores connected to educator participation in PD activities	Years 3 and 4
Cost-Benefit/Sustainability		
What evidence is there that districts can continue planning effectively for professional development? Are additional resources needed to address unmet priorities?	• Online survey/interviews (District staff, principals)	Years 3 and 4

E: Turning Around Lowest-Achieving Schools (TALAS)
Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
Overall, by what percent or amount are District and School Transformation (DST) division funds increased through RttT?	• RttT budget allocations and expenditures/State budget allocations	Annually
What additional support was provided through these funds and how many schools/districts were included?	• Project records	Annually
How do schools and districts rate the effectiveness of the additional support?	• Interviews/surveys	Years 2, 3, and 4
What additional strategies and options became available for school and district turnaround plans through RttT?	• Project records • Interviews/surveys	Annually
How many Anchor Schools for the STEM Schools Network were developed and in what theme areas?	• Project records	Annually
How did Anchor Schools serve high-needs students and communities?	• Interviews/surveys • CEDARS student data	Annually
What types and levels of support for peer schools did Anchor Schools provide?	• Project records Interviews/surveys	Annually
Outcomes		
Which strategies and options were most and least effective in terms of raising student achievement and other success indicators?	• Project records • Interviews/surveys • CEDARS student data	Years 2, 3 and 4
What percent of the 125 schools that met the persistently lowest achieving criterion (i.e., more than 50% of students' test scores on state assessment are below proficient) are well above the 50% composite measure by SY 2013-14?	• CEDARS student data	Year 4
What unintended outcomes, if any, are associated with this project?	• Interviews and other data sources	Annually
Cost-Benefit/Sustainability		
What funds will sustain the Anchor Schools after RttT?	• Interviews	Years 3 and 4
Is there evidence that districts' capacity is being built to turn around lowest achieving schools?	• Interviews/surveys • Artifacts and materials	Annually

NC Education Cloud Feasibility Report

1. Problem Definition and rationale

North Carolina districts are generally ill-equipped to manage production server infrastructure. Server infrastructure is most often housed in facilities that lack sufficient space, power, and cooling. Further, as district servers are typically located in school buildings that are frequented by thousands of people on a daily basis, security exposure is high. Backup systems for power, cooling, storage, and the like are essentially non-existent. Finally, districts have little luck recruiting or retaining qualified information technology professionals trained in server administration.

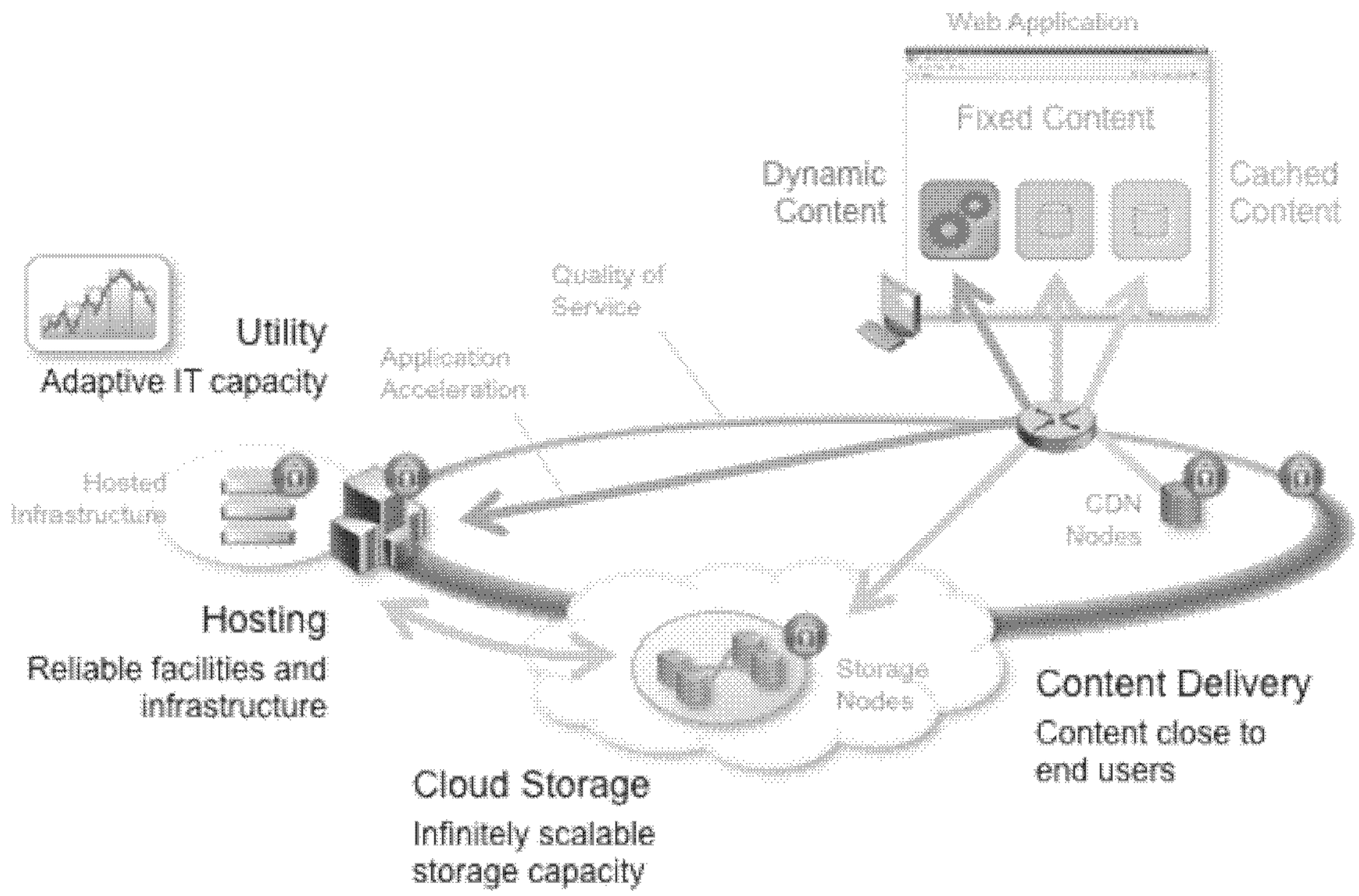
Recent advances in virtualization and cloud computing have led to competitive service provider offerings of infrastructure as a service (IaaS). Amazon, AT&T, IBM, Microsoft and a number of others have public cloud solutions that provide for both persistent (24x7x365) and on-demand hosted infrastructure services. A comprehensive statewide migration to IaaS would provide equity of access to highly available services. By aggregating demand from across the K-12 enterprise and taking advantage of usage-based cloud offerings the state can realize dramatic cost savings in infrastructure support.

While this set of circumstances is not unique to North Carolina, as a state we are in a unique position to deploy a statewide education cloud solution. In order to successfully deploy infrastructure as a service, each school must enjoy reliable, high-bandwidth, low-latency network connectivity. Fortunately, the $22M annual recurring investment by the state of NC in the School Connectivity Initiative provides exactly that.

2. Introduction and Objective

We propose the creation of the NC Education Cloud (NCEdCloud) to provide a highly reliable, highly available, server infrastructure supporting the K-12 education enterprise statewide. Specifically, we recommend a migration from LEA-hosted server infrastructure to cloud-hosted infrastructure as a service. The primary objective of the NCEdCloud is to provide a world-class IT infrastructure as a foundational component of the NC education enterprise. Moreover, the NCEdCloud will provide for:

- Equity of access to compute and storage resources;
- Efficient scaling according to aggregate NC K-12 usage requirements;
- Consistently high availability, reliability and performance;
- A common infrastructure platform to support emerging data systems;
- Sustainable and predictable operational cost.



It is difficult to reconcile a sustainable RttT proposal that does not invest in a contemporary IT infrastructure. Robust technology infrastructure will be required to support data-driven decision-making, for the development of and access to online instructional resources, and to transition the focus of district technical resources from infrastructure to users and instruction. Furthermore, prudent one-time investments in technology infrastructure service platforms buy down long-term IT costs, providing sustainable funding for new instructional and leadership programs that speak directly to RttT guidelines.

3. Goals and Target Outcomes

In creating the NCEdCloud we aim to improve service reliability, increase efficiency, and decrease long-term IT costs, while re-aligning local technical resources away from supporting and managing infrastructure. As this recommendation is related to the deployment and support of technology infrastructure, we make no claims related to educational outcomes. We do however enumerate project outcomes here.

Goal	Details	Targets
Increase IT reliability	All servers hosted in data centers with reliable and resilient power, cooling, and network.	99.9% server uptime
	Data backed up and distributed across at least 2 data centers	All Critical data recoverable according to backup/recovery SLA.

	All server infrastructure secured physically and logically	Monthly security audits of all compute and storage resources.
Increase IT efficiency	Leverage server virtualization to deploy logical servers Provide single server instances to support common services across LEAs Automatically scale server and storage resources to meet demand.	80% utilization of infrastructure resources
Decrease cost	Purchase infrastructure as a service Pay based on usage for all non-persistent services Shift power, cooling, backup and the like to the cloud	Cut aggregate server infrastructure costs in half
Increase number of LEA technical staff supporting instruction	Transition server hosting and management to cloud providers Transition infrastructure planning and provider management to MCNC	Free up on average one technical FTE per LEA

The target completion for the measurable goals outlined here is 36 months from the initiation of the project. More granular interim milestones will be defined during the project planning process.

4. Key Elements, Roles and Partners

The NCEdCloud initiative is at its core an outsourcing program. The NCEdCloud program transitions LEA server and storage infrastructure to commercial cloud providers and establishes an NCEdCloud administrator to oversee the commercial providers and to manage the process of moving services into and out of the cloud. The key elements of the program are:

- Planning
- Cloud Deployment
- Pilot Migrations
- Statewide Migration
- Measurement and Monitoring
- Cloud Administration

The NC School Connectivity Initiative built the foundation for the NCEdCloud program both in terms of providing network infrastructure to all LEAs and in terms of establishing a rigorous project planning and deployment methodology. In the paragraphs that follow we summarize each of the program elements.

Planning

As with all IT initiatives the deployment of the NCEdCloud will require careful planning. The planning team will comprise a group of infrastructure experts led by the Manager of Connectivity Services at the NC Department of Public Instruction and supported by the MCNC Client Network Engineering Group. The planning team will be tasked with developing an implementation and operating plan for the NCEdCloud. The planning process will include an onsite assessment of infrastructure and infrastructure support resources at each of the 115 NC LEAs.[1] Project planning will begin immediately upon funding of the proposal and will require 6-9 months to complete. The estimated cost of the planning is $1.65M.

Cloud Deployment

Upon completion of the planning process, the planning team will present the community-vetted implementation and operating plan to the NC State Board of Education for review and approval. Upon approval of the plan DPI will establish deployment support contracts with MCNC and other state partners as specified in the plan. MCNC is the logical NCEdCloud administrator given that the not-for-profit has served as the de facto education service provider in NC for over two decades. MCNC operates the NC Research and Education Network (NCREN) that connects all NC LEAs in a high-speed statewide education backbone that includes universities and tier one network service providers. The initial execution elements will be related to building a relationship with one or more commercial cloud providers. The cloud deployment phase will likely require a competitive procurement process and as such the development of a request for proposal. The data collected during the LEA infrastructure assessment will serve as the basis for the scope of the cloud RFP in terms of types and numbers of server instances. MCNC will work with the selected cloud provider(s) to roll out combination of reserved (persistent) and on-demand server instances and storage resources to meet the aggregate needs of the NC K-12 education enterprise. As part of the rollout process MCNC will manage the development of any middleware required to integrate the cloud with LEA directory, authorization, and authentication systems[2]. We estimate that the cloud deployment phase will require 6 months and on the order of $7.5M. Costs include deployment administration by MCNC, middleware development, and one-time costs for initial server instantiation.

Pilot Migrations

In parallel with cloud deployment and based on the implementation plan DPI will orchestrate a group of carefully selected pilot migrations of LEA and DPI infrastructure to the NCEdCloud.

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[1] How do we address the 100 Charter Schools?

[2] MCNC has done some initial work on federated identity management that will prove useful here.

The pilots will include representative hardware platform types, persistent and on-demand resource allocations, and services that extend across LEA boundaries. The primary goal of the pilots is to validate planning assumptions and to fine-tune migration and steady-state support processes. We estimate that pilot migrations will require 3 months and $1M. Costs include DPI pilot administration, MCNC cloud administration, and one-time cloud provider migration fees.

Statewide Migration

With lessons learned from the pilot migrations, DPI will manage a 30-36 month statewide migration of LEA server and storage infrastructure to the NCEdCloud. MCNC, as the NCEdCloud administrator, will facilitate directory integration and network provisioning to support the unique requirements of each infrastructure and service migration. In some cases shared applications will be migrated to the cloud and users will be transitioned to the cloud service together. In other cases individual resources will be turned up, tested, and transitioned on an LEA-by-LEA basis. During the migration project it is also likely that new data systems supporting innovation in instruction and leadership will be designed from the beginning as cloud services. Existing LEA infrastructure arrangements, licensing agreements, and federal e-rate guidelines, may impact the migration timeline and schedule. We estimate that the 30-36 month statewide migration will cost $6M. Direct costs include DPI project management, MCNC cloud administration, and cloud provider one-time migration fees.

Measurement and Monitoring

A significant benefit of procuring infrastructure-as-a-service is that the provider will be held to account through a service level agreement (SLA) that specifies commitments related to service availability, performance, and support responsiveness. The NC Education Cloud will be instrumented for measurement and monitoring in order to manage to the SLA. Data collected through this instrumentation will also be used to scale resource allocations for both new and existing services. Finally, the NCEdCloud will also collect data related to user access. User access data can inform assessment systems developed in support of core RttT proposals. MCNC will coordinate instrumentation of the NCEdCloud with the cloud service provider during cloud deployment and service migration, as appropriate. Instrumentation costs are included in deployment and migration project budgets.

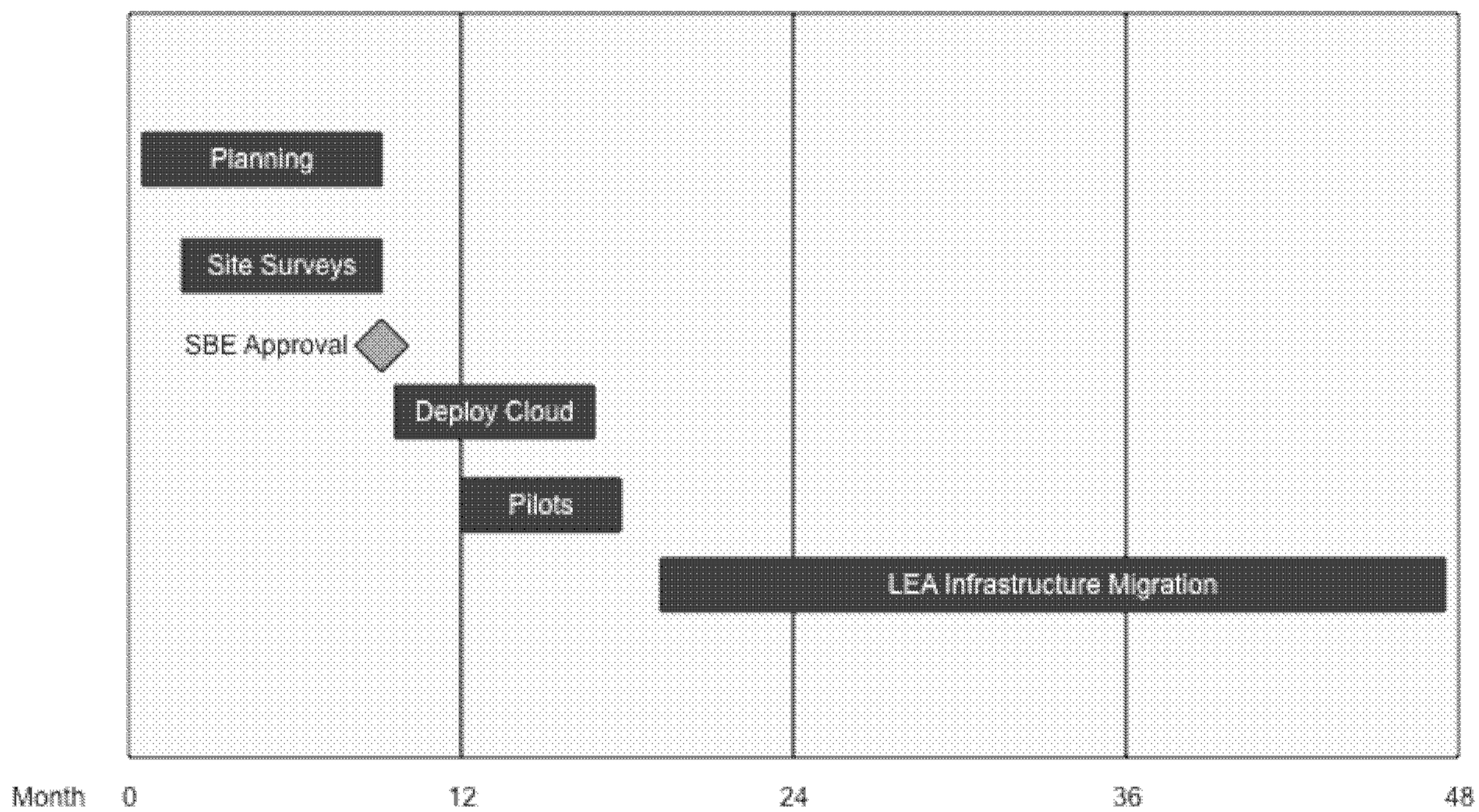
Cloud Administration

DPI will manage a contract with MCNC as the cloud administrator. DPI and MCNC will review the details of the NCEdCloud service with the NC K-12 community at least annually to optimize offerings, support opportunities for federal e-Rate support, and to add or remove cloud providers. In order to provide for sustainability of the NCEdCloud moving forward DPI will expand the existing Client Network Engineering support contract with MCNC by $500,000 per year to cover LEA engineering support and will expand the existing NC Research and Education Network contract with MCNC by $1.5M annually to cover cloud operations. MCNC may expand the NCEdCloud offering to the broader K-20 public education community in NC. While it is beyond the scope of this proposal it is worth noting that such expansion would benefit the K-12 community and MCNC is well positioned to facilitate such an expansion given their role as a network services provider to K-20.

5. Implementation Setting
We offer the NCEdCloud as a statewide implementation deployed as a partnership between the Department of Public Instruction, MCNC, and the Local Education Agencies. By its very nature the benefits of a cloud grow with the size of the cloud and as such we will seek opportunities to expand the scope of the NCEdCloud to K-20. We anticipate developing partnerships with industry cloud providers including AT&T, IBM, Amazon, Google, and Microsoft.

6. Implementation Plan
See Section 4 above.

7. Implementation Timeline



8. Funding and Sustainability
We request $16,500,000 in support of the NC Education Cloud deployment initiative. $12.8M of the $16.5M requested (78%) is direct expense encumbered against commercial cloud service provider charges. Ten percent of the funding supports program planning – including site surveys for all public school districts. Beginning in year 2 state of NC appropriated funds support an expansion of MCNC Client Network Engineering support services. Beginning in year 3 LEA's begin to fund NCEdCloud operations with an aggregate $1.5M annually. Allocation of NCEdCloud costs will be usage-based (not per ADM). LEA fees will be paid to MCNC in lieu of supporting infrastructure locally and will be a fraction (we are targeting half) of the legacy infrastructure support costs. Cost savings realized through the NCEdCloud program can be allocated to the support of new programs specified in this proposal.

DRAFT NCEdCloud Pro Forma, 4-Year View

	Year 1		Year 2		Year 3		Year 4	
Funding:								
ARRA Appropriation	$ 16,500,000							
LEA NCEdCloud User Fee					$ 1,500,000		$ 1,500,000	
State Appropriation from SCI			$ 500,000		$ 500,000		$ 500,000	
Carry Forward			$ 8,350,000		$ 5,350,000		$ 2,150,000	
Total Funding		$ 16,500,000		$ 8,850,000		$ 7,350,000		$ 4,150,000
Operational Expenses:								
Staff								
Program Director [NCDPI]	$ (100,000)		$ (100,000)		$ (100,000)		$ (100,000)	
LEA Technology Support [NCDPI]			$ (100,000)		$ (100,000)		$ (50,000)	
Contracted Services								
MCNC - Client Network Engineering	$ (400,000)		$ (500,000)		$ (500,000)		$ (500,000)	
Site surveys - 115 @ $10K each	$ (1,150,000)							
MCNC - NCEdCloud Operations	$ (500,000)		$ (1,000,000)		$ (1,500,000)		$ (1,500,000)	
Supplies and Materials								
Miscellaneous								
Travel								
Administrative								
Outreach								
Cloud Provider								
One-time infrastructure payments	$ (6,000,000)							
One-time migration fees			$ (1,800,000)		$ (3,000,000)		$ (2,000,000)	
Total Operating Expenses		$ (8,150,000)		$ (3,500,000)		$ (5,200,000)		$ (4,150,000)
Net Income (Loss)		**$ 8,350,000**		**$ 5,350,000**		**$ 2,150,000**		**$ -**

9. Research and Evaluation

The NC Education Cloud will be instrumented for measurement and monitoring of reliability, performance, and usage characteristics. Data collected is used to manage service levels, to size resources for new services, and to provide usage data as an input to emerging information systems.

Summary of NAEP results for North Carolina

Assessment			Average Scale Score				Achievement Level					
			State		National Public		At or Above Basic		At or Above Proficient		At Advanced	
Subject	Grade	Year	Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Mathematics	4	2009	244	(0.8)	239	(0.2)	87	(1.0)	43	(1.4)	8	(0.8)
		2007	242	(0.8)	239	(0.2)	85	(1.0)	41	(1.4)	6	(0.5)
		2005	241	(0.9)	237	(0.2)	83	(1.1)	40	(1.4)	7	(0.8)
		2003	242	(0.8)	234	(0.2)	85	(0.8)	41	(1.4)	6	(0.6)
		2000	230	(1.1)	224	(1.0)	73	(1.4)	25	(1.4)	3	(0.5)
		2000[1]	232	(1.0)	226	(1.0)	76	(1.5)	28	(1.5)	3	(0.4)
		1996[1]	224	(1.2)	222	(1.0)	64	(1.6)	21	(1.3)	2	(0.4)
		1992[1]	213	(1.1)	219	(0.8)	50	(1.6)	13	(0.8)	1	(0.3)
	8	2009	284	(1.3)	282	(0.3)	74	(1.3)	36	(1.5)	9	(0.8)
		2007	284	(1.1)	280	(0.3)	73	(1.4)	34	(1.3)	8	(0.9)
		2005	282	(0.9)	278	(0.2)	72	(1.2)	32	(1.1)	7	(0.8)
		2003	281	(1.0)	276	(0.3)	72	(1.3)	32	(1.2)	7	(0.7)
		2000	276	(1.3)	272	(0.9)	67	(1.5)	27	(1.4)	5	(0.7)
		2000[1]	280	(1.1)	274	(0.8)	70	(1.3)	30	(1.3)	6	(0.7)
		1996[1]	268	(1.4)	271	(1.2)	56	(1.8)	20	(1.3)	3	(0.6)
		1992[1]	258	(1.2)	267	(1.0)	47	(1.4)	12	(1.0)	1	(0.3)
		1990[1]	250	(1.1)	262	(1.4)	38	(1.4)	9	(0.7)	1	(0.3)

Summary of NAEP results for North Carolina, cont.

Assessment			Average Scale Score				Achievement Level					
			State		National Public		At or Above Basic		At or Above Proficient		At Advanced	
Subject	Grade	Year	Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Reading	4	2007	218	(0.9)	220	(0.3)	64	(1.2)	29	(1.1)	6	(0.5)
		2005	217	(1.0)	217	(0.2)	62	(1.5)	29	(1.4)	7	(0.6)
		2003	221	(1.0)	216	(0.3)	66	(1.2)	33	(1.2)	8	(0.7)
		2002	222	(1.0)	217	(0.5)	67	(1.4)	32	(1.3)	7	(0.7)
		1998	213	(1.6)	213	(1.2)	58	(1.8)	27	(1.5)	6	(0.6)
		1998[1]	217	(1.3)	215	(0.8)	62	(1.6)	28	(1.4)	6	(0.7)
		1994[1]	214	(1.5)	212	(1.1)	59	(1.5)	30	(1.7)	8	(0.8)
		1992[1]	212	(1.1)	215	(1.0)	56	(1.4)	25	(1.3)	5	(0.7)
	8	2007	259	(1.1)	261	(0.2)	71	(1.3)	28	(1.1)	2	(0.4)
		2005	258	(0.9)	260	(0.2)	69	(1.3)	27	(1.2)	2	(0.4)
		2003	262	(1.0)	261	(0.2)	72	(1.2)	29	(1.1)	2	(0.4)
		2002	265	(1.1)	263	(0.5)	76	(1.4)	32	(1.6)	2	(0.5)
		1998	262	(1.1)	261	(0.8)	74	(1.2)	30	(1.4)	2	(0.4)
		1998[1]	264	(1.1)	261	(0.8)	76	(1.1)	31	(1.5)	2	(0.3)

Summary of NAEP results for North Carolina, cont.

Assessment			Average Scale Score				Achievement Level					
			State		National Public		At or Above Basic		At or Above Proficient		At Advanced	
Subject	Grade	Year	Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Science[3]	4	2005	149	(0.9)	149	(0.3)	65	(1.3)	25	(1.1)	2	(0.4)
		2000	147	(1.3)	145	(1.1)	63	(1.6)	23	(1.5)	2	(0.5)
		2000[1]	148	(1.4)	148	(0.8)	64	(1.9)	24	(1.4)	2	(0.5)
	8	2005	144	(1.0)	147	(0.3)	53	(1.5)	22	(1.1)	2	(0.5)
		2000	145	(1.4)	148	(1.1)	54	(1.7)	25	(1.7)	3	(0.5)
		2000[1]	147	(1.5)	149	(0.7)	56	(1.9)	27	(1.6)	3	(0.6)
		1996[1]	147	(1.2)	148	(0.9)	56	(1.5)	24	(1.4)	2	(0.3)
Writing[3]	4	2002	159	(1.4)	153	(0.5)	88	(0.9)	32	(1.7)	4	(0.5)
	8	2007	153	(1.1)	154	(0.3)	87	(0.9)	29	(1.3)	1	(0.3)
		2002	157	(1.3)	152	(0.6)	87	(1.1)	34	(1.7)	3	(0.6)
		1998	150	(1.5)	148	(0.6)	85	(1.2)	27	(1.7)	1	(0.4)

[1] Accommodations were not permitted for this assessment.

[2] See below for State Policy and Practice for Participation in NAEP Testing

[3] NAEP has not produced inclusion/exclusion rates for SD and ELL student groups for the science and writing tests; these rates were added only recently to reports for 2009.

‡ Reporting standards not met.

† Not applicable.

— Not available.

Note: Standard Errors (SE) are shown in parentheses.

Note: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

Summary of NAEP results for North Carolina, cont.

Assessment			Male		Female		White		Black		White-Black gap	Hispanic		White-Hispanic gap	Asian/ Pacific Island		White-Asian Gap
Subject	Grade	Year	Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE		Avg.	SE		Avg.	SE	
Mathematics	4	2009	244	(1.1)	244	(0.9)	254	(1.0)	226	(1.0)	28	236	(1.7)	18	259	(4.2)	-5
		2007	243	(0.9)	241	(0.8)	251	(0.9)	224	(1.3)	27	235	(1.5)	16	253	(3.4)	-2
		2005	242	(1.1)	241	(0.9)	250	(0.9)	225	(1.1)	25	234	(1.5)	16	256	(4.0)	-6
		2003	243	(1.0)	241	(0.9)	251	(0.9)	225	(0.9)	26	235	(2.0)	16	255	(3.4)	-4
		2000	230	(1.6)	230	(1.0)	238	(1.1)	215	(1.7)	23	220	(3.9)	18	‡	(†)	
		2000[1]	234	(1.3)	231	(1.0)	240	(1.1)	217	(1.3)	23	‡	(†)		‡	(†)	
		1996[1]	224	(1.3)	224	(1.3)	233	(1.1)	204	(1.3)	29	‡	(†)		‡	(†)	
		1992[1]	213	(1.2)	213	(1.3)	223	(1.0)	193	(1.3)	30	‡	(†)		‡	(†)	
	8	2009	284	(1.5)	284	(1.4)	297	(1.3)	262	(1.4)	35	274	(2.1)	23	311	(5.1)	-14
		2007	285	(1.4)	283	(1.0)	295	(1.2)	266	(1.5)	29	273	(2.6)	22	299	(4.7)	-4
		2005	281	(1.2)	282	(1.0)	292	(1.1)	263	(1.2)	29	265	(2.7)	27	303	(6.6)	-11
		2003	281	(1.4)	282	(1.2)	294	(1.0)	260	(1.2)	34	263	(3.1)	31	297	(3.9)	-3
		2000	277	(1.7)	275	(1.3)	287	(1.4)	252	(1.4)	35	‡	(†)		‡	(†)	
		2000[1]	282	(1.6)	278	(1.1)	290	(1.1)	257	(1.5)	33	‡	(†)		‡	(†)	
		1996[1]	270	(1.9)	266	(1.5)	277	(1.3)	247	(1.6)	30	‡	(†)		‡	(†)	
		1992[1]	259	(1.4)	257	(1.4)	266	(0.9)	238	(1.7)	28	‡	(†)		‡	(†)	
		1990[1]	250	(1.3)	251	(1.2)	261	(1.3)	231	(1.2)	30	‡	(†)		‡	(†)	

Summary of NAEP results for North Carolina, cont.

Assessment			Male		Female		White		Black		White-Black gap	Hispanic		White-Hispanic gap	Asian/ Pacific Island		White-Asian Gap
Subject	Grade	Year	Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE		Avg.	SE		Avg.	SE	
Reading	4	2007	214	(1.1)	222	(1.1)	228	(1.1)	202	(1.1)	26	205	(2.2)	23	228	(5.0)	0
		2005	213	(1.2)	221	(1.3)	227	(1.2)	200	(1.5)	27	204	(2.4)	23	221	(6.1)	6
		2003	216	(1.3)	227	(1.4)	232	(1.1)	203	(1.2)	29	212	(2.8)	20	227	(3.8)	5
		2002	218	(1.2)	225	(1.3)	232	(1.0)	205	(1.4)	27	213	(2.6)	19	‡	(†)	
		1998	208	(1.9)	218	(1.9)	223	(1.5)	193	(2.3)	30	‡	(†)		‡	(†)	
		1998[1]	213	(1.7)	220	(1.7)	226	(1.3)	198	(1.8)	28	202	(3.8)	24	‡	(†)	
		1994[1]	209	(1.7)	220	(1.8)	224	(1.7)	192	(1.8)	32	‡	(†)		‡	(†)	
		1992[1]	209	(1.4)	214	(1.3)	220	(1.3)	194	(1.9)	26	‡	(†)		‡	(†)	
	8	2007	254	(1.4)	265	(1.2)	270	(1.2)	241	(1.9)	29	246	(3.3)	24	265	(4.9)	5
		2005	251	(1.2)	266	(1.1)	267	(1.1)	240	(1.6)	27	248	(3.0)	19	275	(6.0)	-8
		2003	256	(1.3)	267	(1.1)	271	(1.1)	247	(1.4)	24	244	(3.7)	27	267	(5.4)	4
		2002	260	(1.3)	270	(1.4)	274	(1.3)	247	(1.4)	27	252	(4.3)	22	‡	(†)	
		1998	255	(1.4)	269	(1.2)	270	(1.2)	246	(1.8)	24	‡	(†)		‡	(†)	
		1998[1]	256	(1.5)	270	(1.2)	271	(1.3)	249	(1.7)	22	‡	(†)		‡	(†)	

Summary of NAEP results for North Carolina, cont.

Assessment			Male		Female		White		Black		White-Black gap	Hispanic		White-Hispanic gap	Asian/ Pacific Island		White-Asian Gap
Subject	Grade	Year	Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE		Avg.	SE		Avg.	SE	
Science[3]	4	2005	151	(1.1)	146	(1.0)	160	(0.8)	129	(1.2)	31	136	(1.7)	24	156	(4.5)	4
		2000	149	(1.3)	144	(1.7)	158	(1.2)	126	(1.8)	32	135	(3.8)	23	‡	(†)	
		2000[1]	150	(1.5)	146	(1.6)	159	(1.1)	128	(1.8)	31	‡	(†)		‡	(†)	
	8	2005	145	(1.3)	143	(1.1)	155	(0.8)	122	(1.6)	33	132	(3.2)	23	157	(9.9)	-2
		2000	148	(1.5)	142	(1.7)	156	(1.4)	120	(1.6)	36	‡	(†)		‡	(†)	
		2000[1]	151	(1.6)	144	(1.7)	158	(1.6)	123	(1.9)	35	‡	(†)		‡	(†)	
		1996[1]	149	(1.5)	145	(1.3)	156	(1.1)	125	(1.3)	31	‡	(†)		‡	(†)	
Writing[3]	4	2002	151	(1.5)	167	(1.6)	167	(1.6)	147	(2.4)	20	145	(4.2)	22	161	(6.9)	6
	8	2007	142	(1.4)	164	(1.4)	162	(1.4)	138	(1.6)	24	138	(2.8)	24	164	(5.0)	-2
		2002	146	(1.5)	167	(1.5)	165	(1.7)	141	(1.7)	24	132	(5.1)	33	‡	(†)	
		1998	140	(1.8)	161	1.4	158	(1.8)	134	(1.7)	24	‡	(†)		‡	(†)	

[1]Accommodations were not permitted for this assessment.

[2] See below for State Policy and Practice for Participation in NAEP Testing

[3] NAEP has not produced inclusion/exclusion rates for SD and ELL student groups for the science and writing tests; these rates were added only recently to reports for 2009.

‡ Reporting standards not met.

† Not applicable.

— Not available.

Note: Standard Errors (SE) are shown in parentheses.

Note: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

Summary of NAEP results for North Carolina, cont.

Assessment			American Indian		White-AmerInd gap	Unclassfied		White-Uncl gap	Nat Sch Lunch Prog		Non-Sch. Lunch-Sch. Lunch Gap	Students with Disabilities (incl. 504)[2]		Participation Rate	Non-SWD-SWD Gap	ELL[2]		Participation Rate	Non-ELL-ELL Gap
Subject	Grade	Year	Avg.	SE		Avg.	SE		Avg.	SE		Avg.	SE			Avg.	SE		
Mathematics	4	2009	232	(3.7)	22	246	(2.5)	8	232	(0.9)	15	224	(1.8)	87%	31	229	(2.5)	96%	16
		2007	229	(2.8)	22	239	(3.2)	12	231	(1.0)	13	224	(1.5)	89%	28	229	(1.9)	92%	14
		2005	221	(4.2)	29	238	(2.9)	12	229	(1.1)	15	226	(1.6)	86%	25	228	(1.8)	89%	14
		2003	‡	(†)		246	(3.1)	5	229	(0.9)	15	230	(1.6)	79%	22	231	(2.5)	84%	12
		2000	‡	(†)		‡	(†)		218	(1.4)	14	207	(3.4)		32	‡	(†)		
		2000[1]	‡	(†)		‡	(†)		220	(1.1)		‡	(†)			‡	(†)		
		1996[1]	‡	(†)		‡	(†)		209	(1.7)		‡	(†)			‡	(†)		
		1992[1]	‡	(†)		‡	(†)					‡	(†)			‡	(†)		
	8	2009	256	(5.2)	41	289	(3.9)	8	268	(1.3)	20	251	(2.8)	88%	47	259	(3.3)	92%	27
		2007	261	(5.1)	34	281	(5.2)	14	268	(1.3)	19	257	(2.7)	86%	39	259	(3.2)	92%	26
		2005	‡	(†)		‡	(†)		266	(1.1)	20	253	(2.0)	85%	40	252	(3.8)	84%	31
		2003	259	(5.3)	35	‡	(†)		263	(1.3)	22	255	(2.2)	79%	36	250	(4.5)	74%	32
		2000	‡	(†)		‡	(†)		257	(1.8)	23	244	(3.8)		42	‡	(†)		
		2000[1]	‡	(†)		‡	(†)		261	(1.7)		‡	(†)			‡	(†)		
		1996[1]	‡	(†)		‡	(†)		250	(1.8)		‡	(†)			‡	(†)		
		1992[1]	‡	(†)		‡	(†)					‡	(†)			‡	(†)		
		1990[1]	229	(3.7)	32	‡	(†)					‡	(†)			‡	(†)		

Summary of NAEP results for North Carolina, cont.

Assessment			American Indian		White-AmerInd gap	Unclassfied		White-Uncl gap	Nat Sch Lunch Prog		Non-Sch. Lunch-Sch. Lunch Gap	Students with Disabilities (incl. 504)[2]		Participation Rate	Non-SWD-SWD Gap	ELL[2]		Participation Rate	Non-ELL-ELL Gap
Subject	Grade	Year	Avg.	SE		Avg.	SE		Avg.	SE		Avg.	SE			Avg.	SE		
Reading	4	2007	202	(4.3)	26	221	(3.5)	7	205	(0.9)	18	188	(2.1)	85%	41	192	(3.5)	84%	28
		2005	199	(6.1)	28	219	(5.2)	8	202	(1.3)	20	188	(2.5)	82%	41	192	(2.8)	81%	27
		2003	200	(5.5)	32	230	(3.5)	2	206	(1.2)	19	194	(2.6)	62%	39	201	(3.2)	63%	21
		2002	‡	(†)		‡	(†)		208	(1.2)	15	204	(3.2)		30	‡	(†)		
		1998	‡	(†)		‡	(†)		198	(2.0)	19	169	(4.6)		55	‡	(†)		
		1998[1]	‡	(†)		‡	(†)		202	(1.7)		‡	(†)			‡	(†)		
		1994[1]	‡	(†)		‡	(†)					‡	(†)			‡	(†)		
		1992[1]	‡	(†)		‡	(†)					‡	(†)			‡	(†)		
	8	2007	236	(5.1)	34	263	(5.6)	7	246	(1.6)	18	226	(3.4)	82%	44	230	(4.2)	71%	30
		2005	‡	(†)		‡	(†)		244	(1.3)	20	221	(2.1)	80%	46	236	(5.0)	69%	23
		2003	242	(7.9)	29	‡	(†)		247	(1.4)	18	236	(3.3)	61%	34	227	(4.9)	53%	35
		2002	‡	(†)		‡	(†)		253	(1.9)	14	243	(2.9)		30	‡	(†)		
		1998	257	(3.3)	13	‡	(†)		247	(1.8)	19	224	(5.4)		47	‡	(†)		
		1998[1]	257	(3.7)	14	‡	(†)		249	(1.6)		‡	(†)			‡	(†)		

Summary of NAEP results for North Carolina, cont.

Assessment			American Indian		White-AmerInd gap	Unclassfied		White-Uncl gap	Nat Sch Lunch Prog		Non-Sch. Lunch-Sch. Lunch Gap	Students with Disabilities (incl. 504)[2]		Participation Rate	Non-SWD-SWD Gap	ELL[2]		Participation Rate	Non-ELL-ELL Gap
Subject	Grade	Year	Avg.	SE		Avg.	SE		Avg.	SE		Avg.	SE			Avg.	SE		
Science[3]	4	2005	122	(5.9)	38	153	(3.5)	7	134	(1.1)	17	134	(1.7)	—[3]	27	127	(2.9)	—[3]	23
		2000	‡	(†)		‡	(†)		131	(1.9)	17	137	(4.5)		20	‡	(†)		
		2000[1]	‡	(†)		‡	(†)		131	(2.0)		‡	(†)			‡	(†)		
	8	2005	‡	(†)		‡	(†)		129	(1.3)	18	125	(2.4)	—[3]	29	116	(4.6)	—[3]	29
		2000	‡	(†)		‡	(†)		125	(1.7)	22	117	(3.9)		36	‡	(†)		
		2000[1]	‡	(†)		‡	(†)		128	(1.8)		‡	(†)			‡	(†)		
		1996[1]	‡	(†)		‡	(†)		128	(1.4)		‡	(†)			‡	(†)		
Writing[3]	4	2002	‡	(†)		161	(5.9)	6	146	(1.7)	16	132	(3.3)	—[3]	40	135	(5.0)	—[3]	25
	8	2007	145	(6.2)	17	154	(4.2)	8	141	(1.2)	17	121	(2.2)	—[3]	42	121	(3.6)	—[3]	33
		2002	‡	(†)		‡	(†)		142	(1.7)	20	122	(3.1)		44	‡	(†)		
		1998	141	(8.8)	17	‡	(†)		132	(2.0)	22	109	(3.5)		51	‡	(†)		

[1] Accommodations were not permitted for this assessment.

[2] See below for State Policy and Practice for Participation in NAEP Testing

[3] NAEP has not produced inclusion/exclusion rates for SD and ELL student groups for the science and writing tests; these rates were added only recently to reports for 2009.

‡ Reporting standards not met.

† Not applicable.

— Not available.

Note: Standard Errors (SE) are shown in parentheses.

Note: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

Adequate Yearly Progress Performance Gaps

Year	Reading Grades 3-8	White-Black Gap	White-Hispanic Gap	White-Asian Gap	White-AmerInd Gap	White-Other Gap	
2002–03	Percent Proficient (At or Above Grade Level)	17.9%	22.5%	4.1%	14.2%	3.2%	
2003–04	Percent Proficient (At or Above Grade Level)	16.9%	18.4%	2.3%	13.2%	3.1%	
2004–05	Percent Proficient (At or Above Grade Level)	16.5%	17.9%	1.9%	13.0%	4.0%	
2005–06[1]	Percent Proficient (At or Above Grade Level)	16.1%	17.5%	0.7%	14.7%	3.6%	
	Percent Proficient with Growth	15.5%	16.1%	0.3%	13.9%	3.3%	
2006–07[1]	Percent Proficient (At or Above Grade Level)	15.6%	16.1%	0.4%	13.3%	4.1%	
	Percent Proficient with Growth	15.1%	15.0%	0.3%	12.7%	3.9%	
2007–08[1]	Percent Proficient (At or Above Grade Level)	33.1%	30.0%	1.0%	29.6%	11.0%	*New Standards Introduced*
	Percent Proficient with Growth	32.3%	28.4%	0.6%	28.6%	10.4%	
2008–09[1]	Percent Proficient (At or Above Grade Level)	30.3%	27.4%	1.9%	27.1%	9.6%	
	Percent Proficient with Growth	26.7%	22.3%	1.3%	23.9%	7.5%	

Year	Mathematics Grades 3-8	White-Black Gap	White-Hispanic Gap	White-Asian Gap	White-AmerInd Gap	White-Other Gap	
2002–03	Percent Proficient (At or Above Grade Level)	15.4%	14.4%	0.1%	10.5%	2.1%	
2003–04	Percent Proficient (At or Above Grade Level)	14.3%	10.5%	-1.2%	8.8%	2.5%	
2004–05	Percent Proficient (At or Above Grade Level)	15.5%	11.0%	-1.4%	9.9%	3.7%	
2005–06[1]	Percent Proficient (At or Above Grade Level)	32.6%	21.6%	-6.9%	26.1%	10.6%	*New Standards Introduced*
	Percent Proficient with Growth	31.5%	19.6%	-7.1%	25.0%	10.0%	
2006–07[1]	Percent Proficient (At or Above Grade Level)	31.3%	20.4%	-6.6%	24.1%	10.7%	
	Percent Proficient with Growth	28.7%	17.5%	-6.5%	21.8%	9.2%	
2007–08[1]	Percent Proficient (At or Above Grade Level)	29.7%	18.7%	-5.8%	23.2%	10.2%	
	Percent Proficient with Growth	26.9%	15.9%	-5.8%	20.9%	8.8%	
2008–09[1]	Percent Proficient (At or Above Grade Level)	23.9%	13.7%	-3.0%	18.5%	7.6%	
	Percent Proficient with Growth	20.5%	10.8%	-3.2%	15.7%	6.0%	

[1] In 2006, the US Department of Education approved a North Carolina proposal to include students who are on a growth trajectory to be proficient within a four-year period of time in the total number proficient: http://www.ncpublicschools.org/newsroom/news/2005-06/20060517

Adequate Yearly Progress Performance Gaps, cont.

Year	Reading Grade 10	White-Black Gap	White-Hispanic Gap	White-Asian Gap	White-AmerInd Gap	White-Other Gap	
2002–03	Percent Proficient (At or Above Grade Level)	31.7%	29.8%	8.6%	25.8%	4.1%	
2003–04	Percent Proficient (At or Above Grade Level)	29.8%	30.3%	6.0%	28.3%	6.9%	
2004–05	Percent Proficient (At or Above Grade Level)	27.0%	30.2%	5.3%	28.9%	4.8%	
2005–06[1]	Percent Proficient (At or Above Grade Level)	24.5%	26.8%	2.0%	28.7%	3.5%	
	Percent Proficient with Growth	24.5%	26.8%	2.0%	28.7%	3.5%	
2006–07[1]	Percent Proficient (At or Above Grade Level)	22.6%	24.3%	0.5%	26.1%	1.3%	
	Percent Proficient with Growth	22.6%	24.3%	0.5%	26.1%	1.3%	
2007–08[1]	Percent Proficient (At or Above Grade Level)	28.4%	25.1%	2.6%	28.5%	5.0%	*New Standards Introduced*
	Percent Proficient with Growth	28.4%	25.1%	2.6%	28.5%	5.0%	
2008–09[1]	Percent Proficient (At or Above Grade Level)	27.3%	25.9%	2.3%	28.4%	5.1%	
	Percent Proficient with Growth	27.3%	25.9%	2.3%	28.4%	5.1%	

Year	Mathematics Grade 10	White-Black Gap	White-Hispanic Gap	White-Asian Gap	White-AmerInd Gap	White-Other Gap	
2002–03	Percent Proficient (At or Above Grade Level)	30.8%	25.8%	-0.9%	20.6%	7.9%	
2003–04	Percent Proficient (At or Above Grade Level)	29.4%	24.4%	-2.1%	23.2%	7.1%	
2004–05	Percent Proficient (At or Above Grade Level)	23.2%	18.0%	-0.8%	14.9%	5.2%	
2005–06[1]	Percent Proficient (At or Above Grade Level)	21.2%	16.7%	-2.8%	15.0%	6.1%	
	Percent Proficient with Growth	21.2%	16.7%	-2.8%	15.0%	6.1%	
2006–07[1]	Percent Proficient (At or Above Grade Level)	20.4%	16.3%	-1.3%	17.5%	4.9%	
	Percent Proficient with Growth	20.4%	16.3%	-1.3%	17.5%	4.9%	
2007–08[1]	Percent Proficient (At or Above Grade Level)	30.0%	18.1%	-5.2%	25.1%	8.5%	*New Standards Introduced*
	Percent Proficient with Growth	30.0%	18.1%	-5.2%	25.1%	8.5%	
2008–09[1]	Percent Proficient (At or Above Grade Level)	26.7%	16.6%	-3.2%	18.5%	5.9%	
	Percent Proficient with Growth	26.7%	16.6%	-3.2%	18.5%	5.9%	

[1] In 2006, the US Department of Education approved a North Carolina proposal to include students who are on a growth trajectory to be proficient within a four-year period of time in the total number proficient: http://www.ncpublicschools.org/newsroom/news/2005-06/20060517

Source: http://app.ncpublicschools.org/

Section B
Appendices 8-19

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

- This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

	Signatures	
Governor:	[illegible]	
Chief State School Officer:	[illegible]	5-4-2009
	[illegible], State Superintendent	5-4-2009
		5-18-09

BE/Chair

North Carolina

States Participating in the Common Core consortium as of Dec 17, 2009:

Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

Standards for English Language Arts
Grades K-8

Common Core Standards, Working Draft

DRAFT

November 13, 2009

Standards for English Language Arts
Grades K-3

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Key Reading Achievements 4-5

Grades 4 through 5 are framed by students learning *toread like a reporter*:

A.Attending to the specific details and moments within the text. Students learn to explain how specific words, paragraphs, and larger passages contribute to the meaning of the text. Students at this stage of reading form the habit of supporting their understanding of the text with specific language drawn from the text. Students also should be able to distinguish information drawn from the text from their own beliefs and assumptions. By focusing on the text, students are able to follow both what it says explicitly and to make additional inferences needed to fully understand what they are reading.

B. Grasping key relationships as well as the gist of what is said or told. Students should use their comprehension of the specific details of what is described as a firm foundation for making broader evaluations of characters, ideas, and themes. For example, they can determine character traits by looking at how a character acts in different situations. They can combine information provided in several different places in the text to gain an overall view.

C. Achieving familiarity with core types of text, including different ways of presenting information and ideas. Students at this level should be reading a wide range of texts in fiction and nonfiction. They learn how to navigate distinct text types such as stories, poems, and screenplays and dramas. When reading informational texts, students demonstrate that they can outline and retain what they have learned. They interpret graphs, charts and maps to enhance their understanding of these materials. Throughout their reading, students should be learning new words and new concepts and gaining a rich general content knowledge that will serve them in the years to come.

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Core Skills 4-5

Students can and do:

Read the text closely

1. Retell what the text says explicitly.
2. Make inferences that the text invites or requires and explain how those inferences fill out the information explicitly stated.
3. Support or challenge assertions about what the text means by finding and citing specific language in the text, both in conversations with other readers and in writing.
4. Explain or rephrase the meanings of words and phrases as they are used within the text, including connotative and figurative meanings.

Grasp the key ideas, characters, and events

5. Generate a concise summary of the text that captures the key points.
6. Articulate the overarching themes or theses that best express what the key points and details have in common.
7. Focus on a specific event in the text, and explain when, where, how, and why it unfolds relative to other events or information described in the text.
8. Analyze the traits, motives, and thoughts of characters in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Observe craft and structure

9. Identify words and phrases that suggest feelings or appeal to the senses and discuss how they help the reader to picture, feel, imagine, or understand what the author is trying to convey.
10. Explore the ways various kinds of texts are shaped differently and present information and stories in different ways.
11. Compare and contrast different texts about the same events or topics.

Evaluate the evidence

12. Outline the information or evidence used to support an explanation or an argument.
13. Detect inconsistencies or uncertainties within or across sources and use reasoning or additional information to resolve them.

Integrate information from diverse sources

14. Interpret data, diagrams, maps, and other visual elements and explain how this information clarifies and contributes to the text.
15. Use text features, such as the table of contents, index, headers, page numbers, and key terms to navigate the text and to find information in search.
16. Note when the text depends on new vocabulary or other background information and consult relevant sources to enhance understanding.

Build and apply knowledge

17. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
18. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, to inform reading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Narrative Fiction

Grades 4-5

A. ***Attending to the events, characters, and setting in particular moments in time.*** As students learn to pay attention to the text, they learn to focus on specific moments in time as they discuss setting, character, and the events that make up the plot (R-7). Students are able to describe the setting, locating it in time and place, and observe how it changes as the story unfolds (R-7). They observe how characters are portrayed, as well as how what characters say and do contributes to their understanding of them(R-2, R-8). Students make basic inferences to understand the situation that unfolds in the text; for example, students follow pronoun references such as 'he' or 'she' and recognize how authors refer back to individuals they have already described (R-1, R-2). Students can point to specifics in the text to support their understanding of particular moments in the story (R-3).

B. ***Grasping the who, what, when, where and why of stories.*** Like a reporter, students follow and describe the who, what, when, where, and why of the action in the stories they read (R-7, R-8). They combine their close observations of the text to achieve broader understandings. They are able to summarize and recount faithfully the significant events of the text in chronological order (R-5, R-7). Students learn to distinguish the traits of key characters as well as recognize similarities (R-8). Students also are able to describe the causes that link events to one another, including how characters respond to the central challenge (R-7, R-8). As the theme is often linked to lessons the characters learn through their experiences, it is crucial that students observe how characters change over the course of the text (R-6, R-8). Students are able to infer a lesson or theme when it is not stated explicitly (R-2, R-6).

C. ***Gaining familiarity with the key elements of stories.*** Students learn to expect that stories describe the progress of characters through events and challenges that have a beginning, middle, and end (R-10). They learn that stories often have a lesson or moral, whether it is explicitly stated or and merely implicit (R-6). Students navigate key text features such as the title and chapters, and explain how a title frames the main ideas or a chapter advances the story (R-10, R-15). When students read several stories about the same characters or similar events, they are be able to describe what they know and have come to expect as well as what information they discover in the new story they read (R-10, R-11, R-17).

Overview of Grades 6-8

A. Drawing on a full range of text evidence to observe how the narrative unfolds.
B. Make Inferences to understand characters, themes, setting and the order of events.
C. Comparing perspectives within and across texts.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

A. Observing choices made by authors, such as where the story begins and how events unfold over time.
B. Evaluating complex motives for characters and multiple explanations for events in the text.
C. Comparing how different authors construct stories to describe their distinct style and focus.

Core Text Type:Poetry

Grades 4-5

A. ***Attending to syllables and noting rhymes and other repetitions that supply rhythm and pattern***. Students are able to read poems out loud counting the syllables and recognizing rhymes. They are able to focus their attention on repetitive elements of poetry, such as rhymes or repeated sounds and beats that are at the heart of many poems (R-10). As in drama, reading poems out loud simultaneously tests comprehension as well as speaking and listening skills. Students should explore similarities to other rhythmic activities, such as music as well as learn to savor the sounds or patterns of words (R-9, R-17).

B. ***Grasping the overall subject and development of the poem.*** Reading poetry often requires students to visualize the description or situation the poem is describing (R-9). Despite differences in the format of poems, students demonstrate their capacity to summarize and paraphrase key points and to articulate the main ideas or themes (R-5, R-6). They are able to follow the events that unfold in the poem (R-7). Students identify where and when they are uncertain about the meaning of the poem and can reason and draw on the rest of the poem to figure it out (R-12). Students practice both persistence and patience when they at first do not understand words or phrases or the structure of a line.

C. ***Achieving familiarity with reading poetry by attending to line breaks and other text features.*** Students learn to recognize poems as a type of text (R-10). They see how line breaks organize the poem and reveal its contents (R-7). Students begin to internalize the concept of imagery at the core of figurative language and articulate how specific words affect their senses or express emotions (R-9). They observe how similar words can have different connotations (R-4). By comparing poems and other kinds of writing on similar subjects, they can see more clearly how poems often express ideas through powerful images and sensory details (R-10, R-11).

Overview of Grades 6-8

A. Attending carefully to the specific observations and interpretations the poet makes.
B. Grasping the focus of the poem and the action achieved by what happens in the poem.
C. Analyzing the comparisons and images poets make.

Overview of grades 9 to Completion of the College- and Career-Ready Core

A. Sharpening observation by exploring the author's choices of words and images.
B. Evaluating multiple meaning and interpretations when analyzing poems.
C. Making comparisons that illuminate what is distinctive or fresh in a poem.

Core Text Type: Drama

Grades 4-5

A. ***Attending to the details by acting out specific moments or events in the script or play.*** Drama requires students to make the words on the page come alive through visualizing the action by reading it out loud and listening to the words (R-9). By translating what they see on the page into the action on the stage, students can demonstrate their understanding of the text by acting it out and showing their ability to take direction from the text (R-10, R-18). Rather than slip into a monotone, students demonstrate their comprehension by changing their voices as different characters are speaking when reading drama and narrative fiction (R-18).

B. ***Grasping fundamentals of the situation from the text: who is speaking and what is happening.*** Students' ability to follow the core questions of who, what, where, when, and why remain essential, but the context changes as students become familiar with the structure of dramatic texts (R-7, R-10). Grasping the situation in the play requires making inferences from the script and interpreting context based on textual details (R-2). By reading with emotion and faithfulness to the text further students demonstrate their understanding of characters' thoughts and feelings as well as the overall situation the text describes (R-8). They are able to adjust their dramatic reading of texts to reflect different aspects of the situation, such as suspense, horror, and surprise (R-9).

C. ***Achieving familiarity with reading a script, which has its own text structure and cues.*** When reading drama, students need to navigate a script, which has its own text structure, cues, and features (R-10, R-15). Students become accustomed to how a script presents what characters say and do (R-8). Drama also offers an early opportunity for students to link what they learn through visual media to their reading (R-14). When watching a video of a production, students are able to follow the action by reading along with the play. They note what about the film surprised them based on their prior knowledge of the text and how the director interpreted stage directions and the like (R-17, R-18). They also compare how actors or other readers recite a passage or speech to their own reading out loud (R-11).

Overview of Grades 6-8

A. Drawing on a range of evidence to understand tone, motivation, and theme.
B. Making inferences to understand the progress of events and interactions between characters.
C. Comparing reading the script to visualizing the characters and the action in performance.

Overview of Grades 9 – Completion of College- and Career-Ready Core

A. Attending to the tools the playwright uses such as soliloquy.
B. Evaluating the wide range of issues left open to the actors' and director's interpretation.
C. Comparing the perspective of the audience to that of the different characters.

Core Text Type: Literary Nonfiction

Grades 4-5

A. ***Attending to the details of the information and gaining specific knowledge.*** Students focus on to the details of what is described or explained and demonstrate their comprehension of those particulars (R-1). Students themselves describe what they learn when encountering something new and how this compares to their prior knowledge, although students are careful not to assume what is in a text is the same as what they have previously learned about a subject (R-16, R-17). They remain alert to new ideas and information presented in the text, noting when new words occur or when they need to consult other sources to understand what is in the text (R-16, R-17). Students apply what they learn from reading literary non-fiction to reading fiction, such as reading about a place and then reading a story set with the same setting (R-11, R-17). Students link the knowledge they gain through reading to what they read next (R-18).

B. ***Grasping the central and supporting ideas of a text.*** Studentsdemonstrate their capacity to learn from what they read and to share what they have learned. As in narrative fiction, students cite specific language in the text to demonstrate they understand and can describe the who, what, where and when, why, and how regarding what has happened or what is described, such as chronology or point of view (R-1, R-3, R-7). They are able to outline the major points in an explanation or argument, distinguish which points are most important, and summarize them (R-5, R-6). Students are able to describe the significant details that the author focuses on as well as identify the main ideas that best capture what the key points and details have in common (R-6). They are able to follow an argument or explanation by paying attention to transitional language and logical connectors (R-12).

C. ***Achieving familiarity with gathering information from maps, graphs, and other sources.*** Students read maps and graphs and integrate the information they gain from them with what they are reading (R-14). They consult graphic features within texts (e.g., titles, captions) and also draw upon maps and graphs from other sources and compare them with what they read. (R-14, R-15) Students also compare and contrast accounts of similar subjects by different authors and describe how they are similar or different (R-11). They combine what they learn from different sources about similar topics and identify where a text is inconsistent or uncertain or when they need to consult additional sources to understand more (R-11, R-13).

Overview of Grades 6-8

A. Attending to the details and specific concepts to build knowledge.
B. Making inferences to outline and evaluate the evidence, reasoning, and the argument.
C. Comparing what is learned from diverse sources of information, including media sources.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

A. Attending to an author's style and rhetoric in the presentation of information and argument.
B. Evaluating rigorously the sufficiency and relevance of evidence and reasoning.
C. Making comparisons that illuminate the distinctiveness of an author's argument and style.

Standards for Writing

Key Writing Achievements 4-5

A. Fully developing observations of a specific text, experience, or lab. Students show a particular perspective on a text, experience, or lab by sustaining attention on one moment at a time and accumulating details that help the reader see exactly what the writer sees. Unlike in earlier grades, during which students may simply indicate randomly what they notice, students in grades 4–5 choose details that relate to a particular focus. Students also show growth in their ability to develop fully more than one paragraph, adding those details that establish a distinct focus for each paragraph; the paragraphs in turn contribute to establishing a focus for the entire piece.

B. Building a perspective with support while making clear distinctions for the reader. Whether relating details from the physical world or from text, students carefully describe the evidence so as to make it concrete for the reader. They quote accurately. When presenting evidence, students in grades 4–5 will heavily call upon their skills in grammar, usage, and mechanics. They use sentence punctuation to separate ideas; quotation marks to separate one author's or one character's voice from another; and paragraphs to separate one fully described moment from another.

C. Communicating purpose and perspective explicitly to the reader. Students understand that their readers have concerns, interests, and knowledge that are sometimes very different from their own, and they work to bridge the gap between reader and writer with structural elements. In particular, they purposefully lay out their priorities in a simple "lead" at the beginning of a piece that captures the reader's attention and turns it to the main subject. Students also use transitions between sentences and paragraphs to show simple sequencing or relationships of cause and effect.

Core Skills 4-5

Students can and do:

Create coherent text: Topic, focus, and organization

1. Introduce a topic or a situation, and attempt to capture the reader's interest.
2. Develop a focus with purposefully chosen observations.
3. Use an organizational structure and transitions to focus reader attention in a particular way in each paragraph and in the piece of writing as a whole.
4. Explicitly tell the reader the relationship among ideas or events.
5. Provide an effective concluding sentence or section.

Develop text: Evidence, details, examples, and illustrations

6. Provide concrete support for explanations and opinions.
7. Use appropriate details related to a particular focus.
8. Exclude extraneous details and clear inconsistencies.

Make effective choices about language

9. Use language to make clear distinctions for a reader.
10. Choose words and phrases to express ideas precisely, with a particular focus on strong verbs.
11. Expand, combine, and reduce sentences for meaning, reader interest, and style.
12. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics, paying particular attention to those conventions that help clarify the distinctions between ideas.
    - Basic paragraphing and paragraph indentations
    - Sentence boundaries (fragments, run-ons and rambling sentences, and comma splices)
    - Words in a series
    - Possessive nouns and pronouns
    - Quotation marks for direct speech and for quotations from a text
    - *See the Language Table 4-5 for more details.*

Integrate information from diverse sources

13. Gather the information needed to support an opinion, provide an explanation, or address a research question.
14. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

Use tools and resources: Revision and technology

15. Compare what is presented in a text with relevant prior knowledge an Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
16. Use technology as a tool to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types:

Core Text Type: Narrative

- Orient the reader, setting the time, identifying the place, introducing the characters and/or the narrator, or engage the reader by beginning in the middle of the action sequence and backfilling information.
- Create causally linked narratives made up of events that contain an initiating event that establishes a problem or conflict and a sequence of events that leads to a final event or outcome.
- Use a variety of temporal words, phrases, and clauses, including adverbial leads, to control narrative sequence, locate events in time, shift from one time frame to another, and show the relationships among events.
- Include sensory details and concrete language to develop plot and character.
- Exclude extraneous details and inconsistencies.
- Develop complex characters, showing their internal motivation.
- Use a range of appropriate strategies, such as dialogue, tension, or suspense.
- Provide closure through a surprise ending, a telling sentence, a reflection, or use a circle story format.

Core Text Type: Informative/Explanatory

- Establish a context and an authoritative stance, and/or use other ways to develop reader interest (e.g., "Did you know that dinosaurs had thousands of teeth?").
- Purposefully select and organize information to support a controlling idea or perspective on the subject.
- Use a variety of organizational strategies (paragraphs, headings, figures, tables, diagrams, and phrases and clauses) to signal groupings.
- Use substitute words and pronouns to avoid repetition and to link ideas.
- Use adequate facts, concrete details, quotations, or other information and relevant examples to convey ideas, insights, or opinions.
- Employ specialized vocabulary and a formal, objective style when appropriate.
- Exclude extraneous and inappropriate information.
- Use a wide repertoire of strategies for informational writing, and demonstrate flexibility in their use.
- Provide a conclusion.

Core Text Type: Argumentative

- Write an introduction that introduces a claim about an issue or topic.
- Create an organizing structure for sequencing claims, reasons, and evidence.
- Use words, phrases, and clauses to link and organize claims and well-developed evidence. Use sources to provide specific details and evidence to support claims.
- Refer to the text(s) when writing about literature.
- Adopt a relatively formal style.
- Provide a concluding statement or section that offers reflections, restatement, or recommendations.

CCSS DRAFT

Standards for Speaking and Listening

Key Speaking and Listening Achievements 4-5

A.Achieving familiarity with ways to present information and ideas. At this level students learn to speak clearly and accurately in a wide variety of situations: whole class discussion, small group work, and one on one conversations. Students are able to participate in inquiry based discussions, make relevant observations, and share information and narratives in a manner appropriate to the subject they are discussing.

B.Attending to the specific details of what is being said. Students learnhow to attend carefully to what othersare saying so they can grasp themain points of conversations and use what they hear to build on one another's ideas. Attention is paid to details that support the point of the conversation and extend and deepen the discussion.

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Core Skills 4-5

Students can and do:

<u>Express ideas and information to others</u>

1. Express ideas and support them with accurate and sufficient facts and concrete details.
2. Use language in precise and creative ways to read out loud as well as share one's own stories.
3. Demonstrate gradual command of standard English and understanding which situations require that it be spoken.

<u>Gain a secure understanding of ideas under discussion</u>

4. Re-tell or paraphrase information by accurately identifying key points made by a speaker.
5. Pose questions or make comments to test understanding of concepts or follow up on ideas presented.
6. Extract information from graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) presented in conjunction with oral communications

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Core Skills Applied to Various Communications

Core Communication Type: Recitation and Reading Aloud

Grades 4-5

A. ***Reciting or performing readings with appropriate emotion and faithfulness to the text.*** By listening to how others speak and practicing themselves, students learn to play with words and experience the pleasure of language and its sounds (S&L2). They can use the words of others to explore and convey situations, characters, and emotions (S&L2). By recognizing and visualizing the images within the poems or dramatic dialogues they are reading or reciting, they begin to understand how writers and speakers use language in imaginative and creative ways; in turn they start to use words and phrases of their own making to convey unique meaning (S&L2). In their recitation, students respond to patterns in the language they hear spoken, such as alliteration, rhyme, and word play.

Overview of Grades 6-8

A. Reciting or performing readings varying intonation and phrasing to emphasize key ideas and communicate meaning.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

A. Reflecting on syntax and diction for cues regarding emphasis and rhythm when reciting or performing readings.

WORKING DRAFT

Core Communication Type: Classroom Discourse

Grades 4-5

A. ***Retelling stories or experiences (real or imagined) in sequence***. Storytelling is at the core of the school experience for many students at this age, and becoming storytellers themselves is the next logical step in their steady progression towards mastering the art of narrative speaking. Students are able to articulate who, what, where, when, how and why and other specific facts and concrete details when sharing stories and other information (S&L1, S&L2). At the same time students can identify key ideas in others' presentations and share their thoughts or paraphrase the answers of others (S&L4).

B. ***Understanding information and stories and responding appropriately.*** Through listening carefully to speakers, students extract information or understand stories by paying close attention to graphical or multimedia data where aural, written and visual images concur (S&L6). Students can formulate questions to clarify their understanding or share observations to help others better comprehend the ideas that have been presented (S&L5). They are able to sustain concentration and focus when listening, and recall specific points and concrete details that interest them (S&L4).

C. ***Working in small groups and as a class, joining in discussions productively.*** Students take part in structured academic discussions about what they have read, heard, or written. During those discussions, they learn in which situations they must use their growing command of standard English, and do so accordingly (S&L3). They carefully listen to and can articulate what they learn from what others say. By incorporating other people's ideas in their students indicate that they are processing what is said and can share their ideas in ways that advance and deepen the conversation (S&L4, S&L5).

Overview of Grades 6-8

A. Expressing ideas, describe events and experiences
B. Understanding multiple, layered ideas and respond appropriately.
C. Applying knowledge and concepts gained through discussion and other research to develop ideas, solve problems, and advance the academic purpose of a team.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

A. Speaking with confidence in a wide variety of contexts, including narrating, explaining, and arguing.
B. Following the line of argument within complex material.
C. Developing the ability to hold different interpretations and to evaluate their validity in the light of evolving points of view in group discussions and work.

Appendix: Language Table 4-5

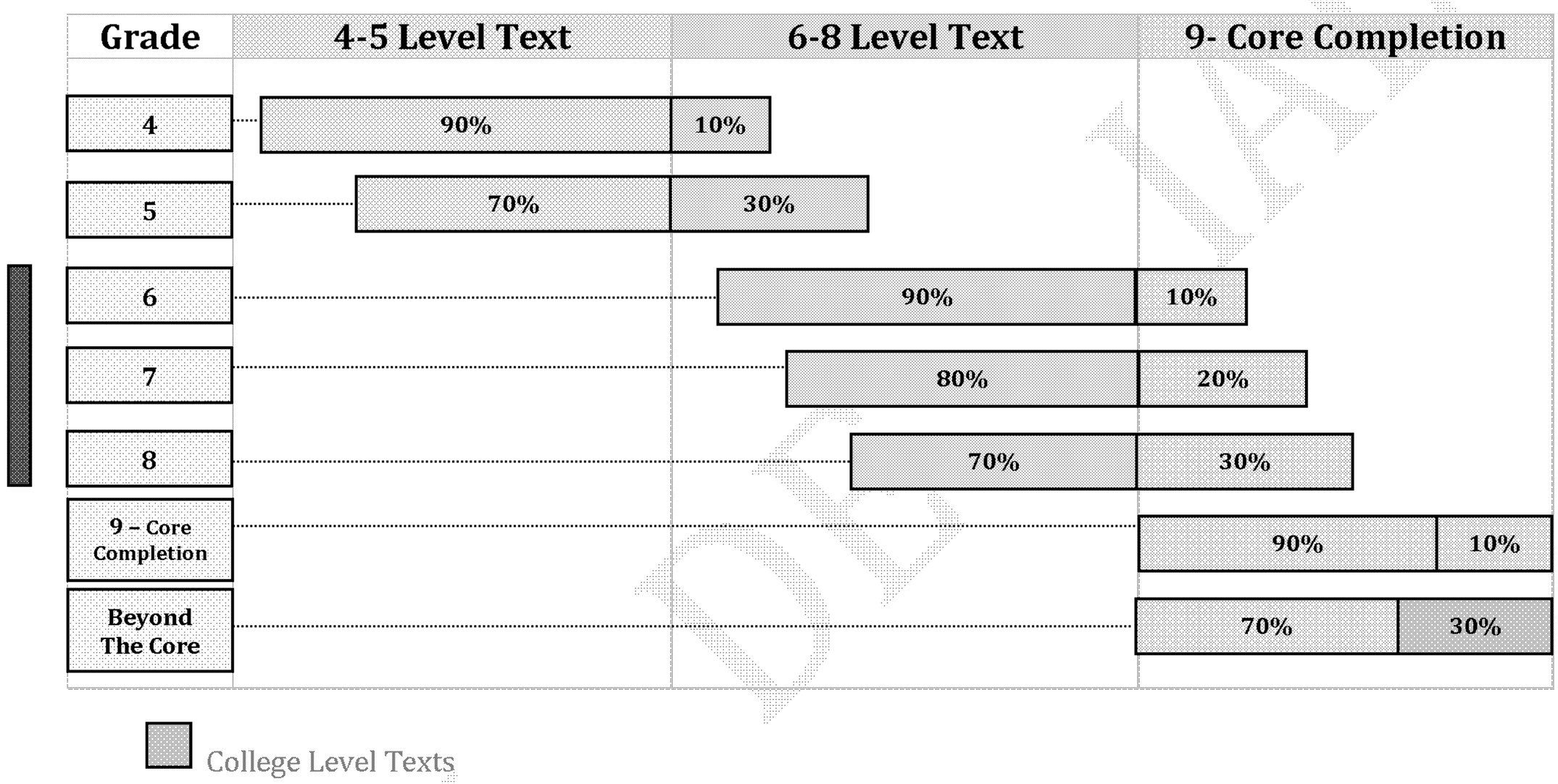
Conventions of writing	***Students in grades 4-5 must master the following:*** Basic paragraphing Using paragraph indentations Using paragraphs in dialogue
Terms	***Students in grades 4-5 must master the following:*** Paragraph, adjective, adverb, conjunction, preposition, interjection
Grammar and usage	***Students in grades 4-5 must master the following:*** Placing adjectives and adverbs Using independent clauses and coordinating conjunctions Forming possessive nouns and pronouns Forming irregular verbs Forming and using simple tenses Forming comparative and superlative adjectives and adverbs ***Students in grades 4-5 must further develop the following:*** Using items in a series ***Students in grades 4-5 must be introduced to the following:*** Avoiding fragments, run-ons and rambling sentences, and comma splices Maintaining consistency in verb tense Choosing between adjectives and adverbs Ensuring agreement between subject and verb and between pronoun and antecedent Distinguishing between frequently confused words Using idiomatic language
Mechanics	***Students in grades 4-5 must master the following:*** Capitalizing the first word in quotations as appropriate Capitalizing other important words (e.g., section headings) Using apostrophes for possession Using underlining, quotation marks, or italics for titles Using quotation marks for direct speech ***Students in grades 4-5 must be introduced to the following:*** Spelling commonly misspelled words correctly Using a comma after an introductory word, phrase, or clause Using commas in a series of phrases or clauses
Precision and concision	***Students in grades 4-5 must be introduced to the following:*** Using specialized, topic-specific language
Style	***Students in grades 4-5 must further develop the following:*** Punctuating for meaning and effect Choosing words for effect ***Students in grades 4-5 must be introduced to the following:*** Using figurative language Expanding, combining, and reducing sentences for meaning, reader interest, and style

Grades 6-8

Standards for Reading

Complexity of Text Expected at Each Grade Level

The growing complexity of text necessary for college and career readiness



Note on Text Complexity:

The Text Complexity chart provides a graphical overview of the complexity of text that students in each grade from 4 through completion of the core must be able to handle independently to be on course for college and career readiness. (A final band on the chart applies to those students who complete the core prior to finishing high school.) While this chart offers a conceptual picture of the progression of text complexity, additional work needs to be done to define text complexity in practical terms. Given the increasingly recognized relationship between being able to read complex texts and being college and career ready, our tools for assessing text complexity must improve further if all students are to meet the challenge of being ready for postsecondary education and workforce training. To that end, participants in the K-12 ELA backmapping project are working to evaluate current readability measures and determine what more needs to be done to improve upon them. Two aspects of that work are trying to assess and enhance the precision of existing tools and making text complexity a manageable concept for students, teachers, parents, and curriculum developers.

Core Text Types and Illustrative Texts for 6-8*

English Language Arts

Narrative Fiction	Poetry and Drama	Literary Nonfiction
"The Fox and the Crow" by Aesop (tr. 1884)	"Paul Revere's Ride" by Henry Wadsworth Longfellow (1861)	"Gettysburg Address"** by Abraham Lincoln (1863)
The Adventures of Tom Sawyer by Mark Twain (1876)	"I, Too" by Langston Hughes (1925)	*Travels with Charley: In Search of America* by John Steinbeck (1962)
The Absolutely True Diary of a Part Time Indian by Sherman Alexie (2007)	"Oranges" from *Black Hair* (1985) by Gary Soto	"I Have a Dream"** by Martin Luther King, Jr. (1963)

Reading in Other Disciplines

History and Civics	Science/Math/Technology	The Arts
*Preamble and First Amendment of the United States Constitution*** by United States (1787, 1791)	"Biography of an Atom" by Jacob Bronowski and Millicent Selsam (1965)	*A Short Walk through the Pyramids and through the World of Art* by Phillip Isaacson (1993)
The Great Fire by Jim Murphy (1995)	"The Evolution of the Grocery Bag" by Henry Petroski (2003)	*Vincent Van Gogh: Portrait of an Artist* by Jan Greenberg and Sandra Jordan (2001)
Freedom Walkers: The Story of the Montgomery Bus Boycott by Russell Freedman (2006)	*The Number Devil: A Mathematical Adventure* by Hans Magnus Enzensberger&Rotraut Susanne Berner (1998)	*This Land Was Made for You and Me:The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)

*See Appendix x for other texts illustrative of 6-8 reading complexity.

**Starred texts represent seminal historical texts that all students are expected to read.

Key Reading Achievements 6-8

Grades 6 through 8 are framed by students learning *toread like a detectiv*e:

A. Drawing on the full range of text evidence and specific details. As texts selected for study become longer and more complex, students must develop habits of persistence and stamina to continue reading until they grasp the particulars of the text and an overarching understanding of the material. Students learn to draw on more extensive and more detailed evidence from the text when reading, often combining several different moments in the text to support their understanding. When providing textual evidence to back up their claims, they are required to students probe deeply into the intricacies of the text to demonstrate comprehension.

B. Deepening the depth and complexity of the inferences made based on close observation of the text. Students build on concrete observations drawn from the text to make broader inferences concerning its themes, the author's attitude toward his subject, or the implications of an argument or explanation. They are able to draw conclusions from particulars to understand larger concepts such as the motivations of characters and the import of the sequence of actions and events. Students learn to evaluate how the evidence provided either does or does not support the argument or explanation, and they learn that their generalizations must be based on close observation of the text.

C. Making wider and more precise comparisons within and across texts. When providing evidence to support their conclusions, students learn to draw on not just isolated sections of the text but a wide range of relevant and specific details that span the entire text. They focus on tracing how arguments, themes, and characters develop over the course of a text, noting how their understanding deepens and changes as the text unfolds. Having paid close attention to the text they are reading, students are able to make comparisons to other texts to articulate what they have learned from the texts they have read and what patterns they have observed across texts. They are able to identify commonalities as well as differences when discussing two or more texts.

Core Skills 6-8

Students can and do:

Read the text closely

1. Determine what the text says explicitly and what can be inferred logically from evidence within the text.
2. Support or challenge assertions about what the text means by citing text evidence explicitly and accurately, both in conversations with other readers and in writing.
3. Interpret the meanings of words and phrases as they are used in the text, including connotative and figurative meanings.

Grasp the key ideas, characters, and events

4. Discern the most important ideas, events, or information and summarize them accurately and concisely.
5. Articulate the overarching themes or theses that best express what the key points and details have in common.
6. Analyze when, where, and why specific events unfold in the text, and explain how they relate to one another.
7. Analyze how the traits, motives, and thoughts of characters emerge in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Observe craft and structure

8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how specific details, passages, and larger portions of the text contribute to the meaning of the text.
10. Explainhow the text is organized to convey a narrative, make an argument, or provide an explanation.
11. Analyze how two or more texts with different styles or points of view address similar themes or topics.

Evaluate the evidence

12. Follow the reasoning that supports an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
13. Recognize where the text leaves issues uncertain or ambiguous and describe the possible interpretations.
14. Evaluate the origin, consistency, credibility, and accuracy of print and online sources.

Integrate information from diverse sources

15. Interpret data, diagrams, maps, and other visual elements and explain how this information clarifies and contributes to the text.
16. Note when the text depends on new vocabulary or other background information and consult relevant sources to enhance understanding.

Build and apply knowledge

17. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
18. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, to inform reading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Narrative Fiction

Overview of Grades 4-5

A. Attending to the events, characters, and setting in particular moments in time.
B. Grasping the who, what, when, where, why and how of stories.
C. Gaining familiarity with the key elements of stories.

Grades 6-8

A. ***Drawing on a full range of text evidence to observe how the narrative unfolds.*** Students at this level pay a heightened level of attention to the specifics of the stories they read. Students do not skip over details or lapse into general description, but describe exactly what occurs or is described (R-1). When visualizing the precise time and place of events, they learn to pay attention to specific sensory details as well as to other relevant particulars (e.g., dialects or word choices of characters) (R-1, R-8, R-9). Students grasp the plot by constructing a mental chronology of events regardless of what order the author chooses to arrange them (R-6, R-10). In order to build a precise, accurate picture of events and characters, students integrate the evidence they have found and make observations based on a more complete accumulation of details (R-6, R-7).

B. ***Making inferences to understand characters, themes, settings, and the order of events.*** To gain insight into characters, students rely on explicit descriptions provided by the author but also on conclusions they can draw logically from what characters say and do as well as how they interact (R-1, R-7). Students are able to discern the mood evoked by the setting, and they recognize that time and place can be established immediately and directly or revealed gradually and indirectly (R-1, R-8). Students demonstrate that they understand characters from implicit evidence such as how other characters react to them or respond differently to similar situations (R-1, R-7). Likewise, students are able to draw reasonable inferences about such matters as the theme of the text, which is often not stated explicitly but emerges from as the interaction between character and plot (R-1, R-5).

C. ***Comparing perspectives within and across texts.*** Students demonstrate they understand the point of view from which a story is told and how the perspective of the narrator influences what is revealed to the reader (R-10). They can compare the divergent perspectives of different characters on the same events. Students are able to identify when an author changes the point of view, and can point to evidence like imagery and word choice to describe the tone (R-8). They also compare different texts with similar topics or themes to explore differences in how events, characters, and ideas are portrayed (R-11).

Overview of Grades 9 to Completion of the College- and Career-Ready Core

A. Observing choices made by authors, such as where the story begins and how events unfold over time.
B. Evaluating complex motives for characters and multiple explanations for events in the text.
C. Comparing how different authors construct stories to describe their distinct style and focus.

Core Text Type: Poetry

Overview of grades 4–5

A. Attending to syllables and noting rhymes and other repetitions that supply rhythm and pattern.
B. Grasping the overall subject and development of the poem.
C. Achieving familiarity with reading poetry, attending to line breaks and other text features.

Grades 6–8

A. ***Attending carefully to the specific observations and interpretations the poet makes*** Students follow the details of what the poet notices and observes (R-1). They describe what kind of details the poet chooses to emphasize and what those details have in common (R-5). Students likewise note when the poet provides an explanation or interpretation of events or things (R-10, R-12, R-13). Students examine how the poem builds a tone and stance towards what is being described, such as critical or celebratory (R-8, R-9, R-10).

B. ***Grasping the focus of the poem and the action achieved by what happens in the poem.*** Students identify and explore what the poet is thinking and trying to achieve in the poem (R-2, R-4). They build on their sense of the details to articulate the purpose and overarching ideas expressed by the poem (R-2, R-5). Students explore the purpose particular poems can serve, such as providing a warning, a celebration, an argument, or a confession (R-11). Students also trace what has changed over the course of the poem, by discussing how the poem unfolds a narrative or idea (R6). They describe how the lines and stanzas of the poem advance the action and development (R-9, R-10).

C. ***Analyzing the comparisons and images of poems.*** Poems are dense with verbal images, and it is important that students are able to understand and describe them (R-8). Students observe how poets use metaphor and similes as well as other kinds of figurative language, and are able to articulate precisely what is being compared and how the comparison is drawn (R-3). Students extend their understanding of the use of figurative language and comparisons beyond poetry to other types of fiction, as well as texts from science and history (R-3).

Overview of grades 9 to Completion of the College- and Career-Ready Core

A. Sharpening observation by exploring the author's choices of words and images.
B. Evaluating multiple meanings and interpretations when analyzing poems.
C. Making comparisons that illuminate what is distinctive or fresh in a poem.

Core Text Type: Drama

Overview of Grades 4–5

A. Attending to the details by acting out specific moments or events in a script or play.
B. Grasping fundamentals of the situation from the text: who is speaking and what is happening.
C. Achieving familiarity with reading a script, which has its own structure and cues.

Grades 6–8

A. ***Drawing on a range of evidence to understand tone, motivation, and theme.*** Dialogue is at the heart of drama, and students must be able to analyze the ways characters reveal themselves by how they speak—what they say and how they choose to say it (R-7). Like poetry, drama requires students to pay close attention to words—in this case, words intended to be spoken out loud (R-3, R-8). Recognizing tone becomes critical as it establishes whether a character is menacing, inquisitive, or delighted (R-7, R-8). In drama, words become actions, and students must be able to understand how conversation propels the action or catalyzes a decision (R-6, R-10).

B. ***Making inferences to understand the progress of events and interactions between characters.*** Because characters are revealed by what they say and how they interact with one another, drama requires students to deepen their capacity to make inferences (R-1). Students need to infer how the conversation and action unfold as well as how each statement relates to the plot and builds on what comes before (R-1, R-6). By analyzing the dialogue of the characters, students understand the progress of the action (R-1, R-9, R-10). From their specific observations of successive scenes that unfold, students infer the overarching theme that best captures what the scenes have in common (R-5).

C. ***Comparing reading the script to visualizing the characters and the action in performance.*** Students use what they read in dramatic works to envision the characters and the unfolding of the plot (R-6, R-7, R-10). At this level, students are able to cite explicitly the evidence that supports their summary of the important events of the drama (R-4). They are able to point to stage directions that establish where the action of the play occurs (R-9, R-10). They can link their account of how the play unfolds to specific evidence in the text and note where the text leaves matters subject to interpretation (R-6, R-10, R-13). When students see multiple versions of plays acted out on stage or on the screen—preferably in more than one version—they can demonstrate their attentiveness to the choices made by directors and actors, such as the intent conveyed by the movement of actors (R-11, R-13).

Overview of grades 9 to Completion of the College- and Career-Ready Core

A. Attending to the tools the playwright uses, such as soliloquy.
B. Evaluating the wide range of issues left open to the actors' and director's interpretation.
C. Comparing the perspective of the audience to that of the different characters.

Core Text Type: Literary Nonfiction

Overview of Grades 4–5

A. Attending to the details of the information and gaining specific knowledge.
B. Grasping the central and supporting ideas of a text.
C. Achieving familiarity with gathering information from maps, graphs, and other sources.

Grades 6-8:

A. ***Attendingto the detailsand specific conceptsto build knowledge.*** Students pay attention to the specific claim being made in an explanation or the precise information provided in an account (R-12). They attend to the details of what the author relates and describe what they have learned from reading carefully (R-9). Students are able to identify main ideas that suggest the author's overarching purpose as well as attend to nuances such as voice and tone (R-5, R-8). When faced with challenging questions, students pay attention to precisely what is being asked to ensure their response is relevant and focused (R-2). They distinguish between matters that are merely related to the question and those that are essential to answering the question (R-2, R-4). Students enlist relevant prior knowledge to enhance their understanding of what they read, noting when what they thought they knew is revised or contradicted by information in the text (R-13, R-17).

B. ***Making inferences to outline and evaluate the evidence, reasoning, and argument.*** Arguments are at the core of several different genres of literary nonfiction, such as essays, speeches, and journalism. Students can distinguish between fact, opinion, and reasoned judgments presented in those arguments (R-12). They are able to evaluate the claimsan author is making and how each is supported or not by the evidence, including whether the evidence is incomplete or inconclusive (R-1, R-12). Students also can identify how an author might use fallacies or exaggerate or emphasize certain things in order to persuade (R-13). Students focus on how the author organizes the account, explanation, or argument including describing how the specific details of the piece are related to the broader concepts (R-4, R-9, R-10).

C. ***Comparing what is learned from diverse sources of information, including media sources.*** Students extend their ability to synthesize data from diverse formats, including maps, charts, and diagrams as well as electronic media in different forms (R-15). They gather and analyze information from multiple sources, determining when one source confirms, contradicts, or differs from another (R-14). Students readily enlist graphical and organizing features of the text (e.g., headings, captions, and footnotes) to acquire key information efficiently (R-10, R-15). They compare the evidence gained from a range of data sources to evaluate what they know and address questions they might have, including critically assessing what they learn from reading charts and graphs as well as electronic media such as video (R-15, R-17, R-18).

Overview of Grades 9 to Completion of the College- and Career-Ready Core

A. Attending to an author's style and rhetoric in the presentation of information and argument.
B. Evaluating rigorously the sufficiency and relevance of evidence and reasoning.
C. Making comparisons that illuminate the distinctiveness of an author's argument and style.

Standards for Writing

Key Writing Achievements 6-8

A. Sustaining attention on challenging subjects and topics. Students in grades 6-8 are able to convey ideas and information of consistently greater sophistication and complexity than in grades 4-5. They can maintain focus on a topic or subject, developing a multipage text unified by a clear controlling idea or cohesive point of view. They choose and revise details and other elements in the writing with an eye toward overall purpose and focus. Their use of varied sentence structures and carefully chosen verb tenses reflects and supports the increasingly subtle notions they express in writing.

B. Drawing on a wide range of evidence in informational and argumentative writing. The number and breadth of sources students use is consistently higher in grades 6-8 than in grades 4-5. With some guidance, students find and use relevant sources, both print and nonprint, and recognize and exclude those sources that are clearly noncredible or unreliable. They accurately and carefully incorporate facts, data, details, graphics, examples, and quotations that support or illustrate their points. They distinguish between presenting the evidence from offering their own thoughts and opinions. When writing about literature or other texts, they consistently and accurately incorporate textual evidence.

C.Engaging the reader in deliberate, ongoing ways. While students in grades 4-5 have a basic awareness of audience and how to reach it, students in grades 6-8 can take more active steps to connect to the reader throughout a piece of writing. To meet reader expectations, students are increasingly able to conform to the norms and conventions of various disciplines, forms, and genres. They seek to draw in the reader early in the text, and they lead the reader through the writing with well-developed paragraphs linked by transitions suitable to conveying ever more complicated relationships among ideas. Students can anticipate common reader needs, likely misconceptions, and general objections to arguments.

Core Skills 6-8

Students can and do:

Create coherent text: Topic, focus, and organization

19. Engage the reader's interest, and provide an introduction that identifies the topic, makes a claim, or establishes a situation.
20. Sustain focus on a specific topic or argument through a cohesive point of view or perspective.
21. Create an organizing structure that is appropriate for the type of writing, that meets the needs of the reader, and that arranges details, reasons, examples, and/or anecdotes effectively.
22. Signal relationships among ideas, events, and other elements of the text.
23. Provide an effective concluding sentence or section.

Develop text: Evidence, details, examples, and illustrations

24. Use facts, concrete details, quotations, anecdotes, or other information to communicate ideas and insights, develop plot and character, or support arguments.
25. Exclude irrelevant details, events, and information.

Make effective choices about language

26. Choose words and phrases to express ideas precisely and concisely.
27. Use varied sentence structures and patterns for meaning, reader interest, and style.
28. Develop and maintain a style, mood, and tone appropriate to the task, purpose, and audience.
29. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics, paying particular attention to those conventions that help relate ideas within and between sentences.
    - **C.** Sentence boundaries (fragments, run-ons and rambling sentences, and comma splices)
    - **D.** Items in a series
    - **E.** Verb tense consistency
    - **F.** Placement of phrases and clauses
    - **G.** Dependent clauses and subordinating conjunctions
    - **H.** Progressive and perfect verb tenses
    - **I.** Commas or parentheses to set off nonrestrictive elements

See the Language Table 6-8 for more details.

Integrate information from diverse sources

30. Gather the information needed to build an argument, provide an explanation, or address a research question.
31. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
32. Provide basic bibliographic information for sources using a consistent format.

Use tools and resources: Revision and technology

33. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
34. Use technology as a tool to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types

Core Text Type: Narrative

- Draw the reader in by establishing a context and creating a point of view.
- Establish the situation, the plot, the setting, and the conflict, and create an organizing structure.
- Create a sequence of causally, explicitly linked events that excludes extraneous events and inconsistencies.
- Include sensory details and concrete language to develop plot and character.
- Exclude extraneous details and inconsistencies.
- Develop complex characters, showing their internal motivation.
- Use a range of appropriate strategies, such as dialogue, tension or suspense, naming (e.g., *the Saint Bernard* instead of *the big dog*) and specific narrative action (e.g., movements, gestures, and expressions).
- Use a variety of strategies to provide closure and a realistic outcome of the narrative's events.

Core Text Type: Informative/Explanatory

- Establish a context and an authoritative stance using a variety of ways to develop reader interest.
- Purposefully create an organizing structure to convey a controlling idea or perspective on the subject.
- Use a variety of organizational strategies (paragraphs, headings, figures, tables, diagrams, and phrases and clauses) to signal groupings.
- Use substitute words and pronouns to avoid repetition and to link ideas.
- Use facts, concrete details, quotations, or other information to communicate ideas, insights, or opinions.
- Employ discipline-specific vocabulary and a formal, objective style when appropriate.
- Exclude extraneous and inappropriate information.
- Use a range of appropriate strategies to develop the topic, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, or naming specific places, people, or things.
- Explain benefits or limitations.
- Provide a conclusion.

Core Text Type: Argumentative

- Write an introduction that introduces a claim about an issue or topic of general concern, and use a variety of writer strategies to capture the reader's interest.
- Create an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arrange details, reasons, examples, and anecdotes effectively and persuasively.
- Develop a controlling idea and make clear and knowledgeable claims.
- Support arguments with detailed evidence, citing sources of information as appropriate.
- Quote and paraphrase the text(s) accurately when writing about literature.
- Anticipate reader concerns and counterarguments.
- Use words, phrases, and clauses to signal alternative perspectives (e.g., *on the other hand, however, but, nevertheless, although*).
- Adopt a formal style and tone.
- Include appropriate information in arguments, and exclude information and arguments that are irrelevant.
- Provide a concluding statement or section that offers reflections, a restatement, or recommendations.

CCSS

Grade 4

Developing Coherent Understanding

Fourth grade students learn that the fraction representation of a number is not unique. For example, the symbols 2, $^{10}/_{5}$, and $^{8}/_{4}$ all refer to the same value or point on a number line. This complication was not present for whole numbers, which have unique representations in base 10. Given a fraction, various fractions equivalent to it can be generated by multiplying or dividing numerator and denominator by the same nonzero whole number.

Students first learn to add and subtract fractions with the same denominator, starting with the case where the sum is less than 1. They understand and can explain (using fraction strips or number lines) that when they add or subtract fractions with the same denominator, they are working with like parts, and the sum or difference is the fraction that tells how many of those parts are in the result. For example, 3 fifths plus 1 fifth is 3+1 fifths and 5 sevenths minus 2 sevenths is 5 – 2 sevenths. In fact, the same reasoning underlies addition and subtraction in the decimal system, where ones are added to ones, tens are added to tens, tenths are added to tenths, and so on. In both cases, students add or subtract like units.

To add and subtract fractions with unlike denominators, students first find equivalent fractions with the same denominator. They see that when fractions have different denominators, such as $^{2}/_{3}$ and $^{3}/_{4}$, they are not expressed in terms of like parts ($^{2}/_{3}$ is in terms of thirds and $^{3}/_{4}$ is in terms of fourths, but thirds and fourths are not the same size). By reasoning about fraction strips or number lines, students understand that when they give fractions common denominators, they express both fractions in terms of like parts, i.e., in terms of the same unit fractions. Students then understand that once they have changed the fractions to equivalent ones that have the same denominator, they have reduced the problem of determining the sum or difference to the previous case.

Decimals are introduced in grade 4 as a representation of fractions with standard denominators 10, 100, 1000. Decimals extend and complete the base 10 system of place value; each base 10 unit is ten times larger than its neighbor to the right, and each base 10 unit is 1/10 as large as its neighbor to the left. Computation with decimals is delayed until grade 5 to allow time for students to build conceptual connections between fractions and decimals.

Students in grade 4 are also building whole number fluency with multiplication and division facts and computation. Together with a good understanding of fractions, fluency with multiplication and division gives students a secure footing for later grades, when students will learn the sophisticated uses of multiplication and division that we call proportional reasoning.

In geometry, students learn the concept of area. As with any other quantity, areas are measured by comparing them to other areas—in this case, the areas of unit squares. Thus, the area of a figure is measured by the number of unit squares needed to cover it with no gaps or overlaps. Students use this concept to compute areas for rectangles, and for shapes decomposable into rectangles. Students are also building their geometric vocabulary by studying lines, line segments, and angles. Naming these elements enables students to analyze shapes more systematically in terms of their constituent parts.

DRAFT

Understanding & Applying Operations Ne

A Quantities in context can be added and subtracted only when they refer to the same underlying unit. For example, ½ of a box of cookies and ½ of a cookie do not add up to 1 cookie.

1 Solve multiplicative comparison problems with whole numbers (problems involving the notion of "times as much").
2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.
3 Solve story problems that involve adding and subtracting fractional quantities.
4 Solve story problems that involve comparing and ordering decimal quantities.

Base 10 Computation Nb

A A decimal number stands for a sum of fractions whose denominators are powers of 10. For example, 0.349 stands for $^3/_{10} + {}^4/_{100} + {}^9/_{1000}$.
B Decimal digits in each place are worth ten times as much as digits in the place to the right; comparison of decimal numbers is decided by the leftmost digit, with subsequent digits breaking ties.

1 Demonstrate number sense of place value for numbers from 0.001 to 1,000,000.
2 Fluently add and subtract multidigit numbers in vertical format using the standard right-to-left algorithms.
3 Quickly recall multiplication facts to 10 × 10 and the related division facts.
4 Fluently multiply two, three and four digit numbers by single digit whole numbers; fluently multiply two-digit numbers by two-digit whole numbers.
5 Divide two and three digit numbers by single digit numbers with remainder; divide four-digit numbers by a multiple of 10 with remainder.[13]

Fractions Nf

A Two fractions are equal (or "equivalent") when they occupy the same point on a number line—or, what is the same, when they represent the same portion of a whole.
B Multiplying or dividing the numerator and denominator of a given fraction by the same nonzero whole number yields a fraction that is equivalent to the given one: $^{(n\times a)}/_{(n\times b)} = {}^a/_b$ and $^{(a\div n)}/_{(b\div n)} = {}^a/_b$.
C A mixed number stands for the sum of its whole number portion and its fractional portion.

1 Rename fractions to equivalent forms and identify equivalent fractions.[14]
2 Compare and order fractions; place fractions on a number line.
3 Add and subtract fractions with like or unlike denominators.[15]
4 Use decimals to describe quantities ("The bike path is 1.75 miles long"), parts of wholes, and parts of a collection.
5 Compare and order decimals; place decimals on a number line.
6 Know the decimal equivalents for halves and fourths.

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[13] Students should be able to express the result of division as a number sentence; for example, 720 ÷ 7 = 102 r 6 can also be stated as 720 = 7×102 + 6.
[14] This includes the following types of equivalence: $^2/_3 = {}^4/_6$, $3\frac{1}{2} = {}^7/_2$, $^{21}/_6 = 3\frac{1}{2}$.
[15] Addition and subtraction of mixed numbers is optional at this grade.

DRAFT

Quantity & Measurement Nd

A The area of a closed plane figure is a measure of how much space it encloses.[16]

B A square with side length 1 unit is said to enclose "one square unit" of area. The area of a closed plane figure can be measured (expressed numerically) by the number of square units that fit inside it with no gaps or overlaps.

C Tiling a rectangle with unit squares shows that a rectangle a units long by b units wide encloses an area of $a \times b$ square units.

D Area is additive: If a figure is decomposed into several pieces, then the area of the whole figure can be found by adding the areas of the pieces (expressed in common units).

E An angle is measured by the number of one-degree angles that fit inside it with no gaps or overlaps.

1 Measure and compute whole-square-unit areas of real-world and geometric figures decomposable into rectangles.

2 Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.

Geometry: Progression to be determined

A [...]

1 [...]

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[16] Intuitively, the area is a measure of how long it would take to "color in" the figure evenly with a crayon; by contrast, intuitively perimeter is a measure of how long it would take to trace around the figure.

Grade 5

Developing Coherent Understanding

Previously, students have understood fractions as repeated sums of unit fractions. In Grade 5, students learn that fractions can also be interpreted as the *product* of a whole number and a unit fraction: $a/b = a \times 1/b$. More generally, students in grade 5 learn that the fraction a/b indicates a division: $a/b = a \div b$. In short, fractions are quotients. This realization represents a major milestone in this grade. Understanding fractions as quotients is a crucial element of both proportional reasoning in grade 6 and the algebraic manipulation of fractions in later grades.

Students learn to add and subtract decimals, using exactly the same base 10 reasoning they used for multidigit whole numbers.By working with decimals, fractions and whole numbers in problem solving situations, students begin to learn that it is the relationships between quantities that matter in solving a problem, not how the quantities are represented numerically. This is a step of maturity along the path to algebra, where the relationships between quantities are in the foreground (as equations), and form of the numbers is entirely obscured (by the use of variables).

Even as students are gaining experience with fractions and decimals, they are nearing the end of their primary trajectory in whole number computation by using the standard division algorithm. As with the other base 10 algorithms students learn to use, this one rests on place value and the rules of arithmetic (notably the distributive rule). A complication special to the division algorithm is the need to estimate along the way.

Volume is a milestone in the progression of geometric measurement that began in early grades with length measurement. As with other quantities encountered along the measurement progression, volumes are measured by comparing them to like quantities—in this case, the volumes of unit cubes. Thus, the volume of a solid is measured by the number of unit cubes needed to fill it with no gaps or overlaps. Students use this concept to compute volumes for rectangular prisms.

Coordinates and the coordinate plane are first introduced in this grade. Later, the coordinate plane will become a shared setting for algebra and geometry. The coordinate plane will also support students' study of functions and statistics by illustrating the way in which two related quantities vary together.

Understanding & Applying OperationsNe

A Quantities in a problem might be described with whole numbers, fractions or decimals; the operations used to solve the problem depend on the relationships between the quantities, not the form of the number.

1 Solve single step, multistep, and nonroutine story problems requiring addition/subtraction of whole numbers, fractions (including mixed numbers), and decimals.[17]

2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.

[17] Problems should not mix fractions with decimals except in simple cases, such as $2.5 - 1/4$, $3/10 + 0.4$, etc.

3 Estimate answers to computations and compute mentally to assess reasonableness of results.

Base 10 Computation Nb

A The standard algorithm for division is based on breaking the dividend apart by place value and using the Distributive Rule to find the quotient in pieces by place value.

B In adding or subtracting decimal numbers, one operates separately with the units of each size, except when regrouping is needed; the scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.

1 Fluently multiply multidigit numbers using the standard algorithm.

2 Divide two and three digit numbers by two digit numbers, with remainder, using the standard algorithm.

3 Demonstrate number sense of place value for numbers from millionths to millions.

4 Quickly find 0.1 more than a number and 0.1 less than a number, 0.01 more than a number and less than a number, and 0.001 more than a number and less than a number.

5 Add and subtract decimals using standard algorithms and understanding of place value.

Fractions Nf

A Fractions are quotients: $a \div b = a \times {}^{1}/_{b} = {}^{a}/_{b}$.

1 Add and subtract mixed numbers.

2 Solve story problems that involve multiplying fractional quantities by whole numbers and multiplying whole number quantities by fractions.[18]

3 Solve division/sharing story problems that have fractional answers.

Geometric Measurement Gc

A The volume of a solid figure is a measure of how much space it contains. A cube with side length 1 unit is said to contain "one cubic unit" of volume. The volume of a solid figure can be measured (expressed numerically) by the number of cubic units that fit inside it with no gaps or overlaps.

B Packing a rectangular prism with unit cubes shows that a rectangular prism ℓ units long by w units wide by h units tall contains a volume $V = \ell \times w \times h$ cubic units.[19] The base of the prism has area $A = \ell \times w$ square units, so the volume of the prism can also be expressed as $V = A \times h$ cubic units.

C Volume is additive: If a solid figure is decomposed into several pieces, then the volume of the whole figure can be found by adding the volumes of the pieces (expressed in common units).

1 Measure and compute whole-square-unit volumes for rectangular prisms and for real world objects well described by rectangular prisms.

Coordinate Geometry Gd

[18] The unit fraction ${}^{1}/_{b}$ might represent some quantity of interest, with the whole number a acting to 'scale up' the quantity. ("The cargo train carried 7 trucks, each truck weighing 1/4 of a ton. How many tons of trucks did the cargo train haul altogether?") Alternatively, the whole number a might represents some quantity of interest, with the unit fraction ${}^{1}/_{b}$ acting to 'scale down' the quantity. ("There are 12 walls in Vivian's apartment. She painted 1/3 of them. How many walls did Vivian paint?")

[19] The dimensions of the prism should be whole numbers in the chosen unit. The same unit should be used for all three dimensions.

A A pair of perpendicular number lines (or "axes") defines a coordinate system. A given point in the plane has a separate position along each of the two axes; the two positions of the point are called its coordinates.

1 Graph points in the coordinate plane, and read off the coordinates of graphed points.[20]

2 Determine the lengths of horizontal and vertical segments in the plane, given the coordinates of their endpoints.

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[20] Exercises should include graphing sets of points that fall along lines and curves, and constructing scatterplots for bivariate data. The units of measure should not always be the same for both coordinate axes. Coordinates may be whole numbers, fractions or decimals.

FRAMEWORK FOR CHANGE:
The Next Generation of Assessments and Accountability

Background

North Carolina is known as a leader in innovations in public education. The state pioneered the use of school-based accountability and school assistance in the late 1980s and early 1990s. North Carolina was the first state to administer a teacher working conditions survey for every educator and the first state to partner with the federal Partnership for 21st Century Skills to create a Center for 21st Century Skills focused on revising standards, assessments, and professional development. One out of every four early colleges in the United States now resides in North Carolina, and the state is poised to add over 30 more in the next two years under the state's Learn and Earn initiative. North Carolina has become a leading state in virtual education with both online high school courses and free online college courses for credit offered to any North Carolina high school student.

Today, public education stands at the threshold of major innovations in teaching and learning. As the pace of technological and economic change accelerates, the system of public schooling is being called upon to quicken its response to these changes and ensure our students are well-equipped to find success in 21st century work and life.

Few would challenge that our systems of standards, assessments, and accountability are the most important drivers for accelerating that change and creating fertile ground for major innovations in how we do business in our schools and classrooms. After over a decade of experience with a system of standards and accountability, North Carolina is positioned to once again lead the nation in this arena.

Our system of assessments and accountability has served North Carolina well for over a decade. Achievement in reading and math on state and national tests has risen since school-based accountability began in the state in the mid-1990s. In fact, North Carolina has made more gains in mathematics since the inception of the National Assessment of Educational Progress (NAEP) than any other state.

Today, it is time to build on the solid foundation that has been laid and construct the next generation of assessments and accountability. This next generation of assessments and accountability must build on what we have learned from more than a decade of experience. Teaching and learning today must be aligned with the 21st century skills that students need for success in their educational, work, and life pursuits. The State Board of Education has a deep commitment to school accountability, to high standards, and to success for all students.

The State Board of Education's 21st Century Mission and Goals & the Blue Ribbon Commission on Testing and Accountability

In September 2006, the State Board of Education adopted a mission that *every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century.* To support that mission, the Board articulated five goals and a series of strategies[1]. Included in those strategies were a number that reflected a vision for a next generation system of standards, assessments, and accountability such as:

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st century environment.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st century.

[1] *The State Board of Education's mission, goals, and strategies are detailed in Appendix A.*

- Every teacher and administrator will use a 21st century assessment system to inform instruction and measure 21st century knowledge, skills, performance, and dispositions.
- Every education professional will use data to inform decisions.

In May 2007, the State Board of Education convened a Blue Ribbon Commission on Testing and Accountability to begin the process of assisting the Board in charting a course for realizing these and other goals. The State Board charged the Commission with conducting a comprehensive review of the current assessment and accountability system and offering recommendations for modifications to the current testing program as well as identifying next steps for meaningful change. The State Board asked that the Commission's work be "visionary and in-depth, searching for credible and practical solutions that will serve us well in public education."

The 26-member Commission, chaired by Dr. Sam Houston, was comprised of representatives of education, business and government. Teachers, principals, central office administrators, superintendents, legislators, representatives of higher education, and business/community leaders met regularly over a seven-month period and heard from a large number of stakeholders, including teachers, administrators, parents, and national experts on assessment and accountability.

In January 2008, the Commission presented a report to the State Board that recommended improvements in the current system of testing and accountability and steps toward a next generation of standards, assessments, and accountability for North Carolina's public schools.

The Commission's findings and recommendations have helped to isolate the major next steps needed to transform our approach to standards, assessments, and accountability in North Carolina. The Commission's recommendations for dramatic changes in testing and accountability called for:

- deepening the curriculum and defining more specifically the essential content standards in the core subjects and reflecting 21st century skills in both content standards and aligned assessments;
- moving to a system that includes formative assessments (not just summative assessments or end-of-grade and course tests) which will equip teachers and administrators with data and feedback needed to align instruction to individual student's needs;
- revising the K-8 accountability model and transforming the high school accountability model to focus on graduation rates and student readiness for college and work, not just on performance in core subject areas; and
- providing much greater transparency for educators, parents and the public about expectations, assessments, and results.

The State Board of Education believes that critical improvements can be made immediately to the current system that will lead to greater effectiveness, understanding, and transparency for students, educators and the public at large. In addition, the Board is committed to building a next generation of standards, assessments, and accountability to support student learning and quality teaching that reflect the 21st century assessment and accountability systems outlined in the *Partnership for 21st Century Skills Milestones for Improving Learning and Education*[2] and serve as a model for other states and the nation. This next generation must be characterized by: 1) assessments that are learner-centered, diagnostic, performance-based, and that provide evidence of student performance in core subjects and 21st century skills; 2) accountability measures that focus on both student achievement and learning outcomes; and 3) transparency that provides parents, teachers, and other stakeholders with meaningful information about the expectations, assessments, and performance of students.

Action Steps for Immediate Improvement & Development of the Next Generation of Standards, Assessments, and Accountability

What follows are actions that the State Board of Education is directing the Department of Public Instruction (DPI) to implement. These actions fall into two categories: 1) immediate improvements to our current system, and 2) steps to build the next generation of standards, assessments, and accountability.

Progress in implementing the action steps adopted by the Board will be monitored monthly through the Board's Globally Competitive Students (GCS) Committee.

[2] *The Mile Guide for 21st Century Skills: Milestones for Improving Learning and Education can be found at: http://www.21stcenturyskills.org/downloads/P21_MILE_Guide.pdf*

IMMEDIATE IMPROVEMENTS

The State Board of Education directs DPI to take the following actions to modify and improve assessments and accountability:

1. **Release one form of each test on an annual basis.** DPI will release one form of the test for each grade level and subject tested to the school districts and the public to provide transparency on the state's assessment program.
Effective: 2008-09 school year.

2. **Enact a moratorium on the content standards revision/test development cycle.** DPI will suspend the revision cycle of content standards and development of new tests based on the revised standards. As reflected in the next section of this report, DPI is to undertake a comprehensive revision of content standards.
Effective: immediately.

3. **Make results from new tests comparable to prior tests.** When a test is rescaled to meet higher standards, scale scores and proficiency in both the old standard and the new standard are to be provided for a one-year transition period.
Effective: 2007-08 school year.

4. **Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.** North Carolina will continue to report four-year cohort graduation rates as agreed to in the compact with the National Governors Association. However, if approval is granted by the US Department of Education (USED), for AYP purposes, the high school cohort graduation rate is to be redefined so that it includes students who graduate in five years or less.
Effective: 2007-08 school year.

5. **Count retest scores in performance composites.** Any student who scores at Achievement Level III on a retest of an end of-grade test (EOG) or end-of-course (EOC) test for grades or courses included in the Student Accountability Standards is to be counted as proficient for the school's ABCs performance composite and Adequate Yearly Progress (AYP) purposes.
Effective: 2008-09 school year.

6. **Eliminate the redundancy in EOC (End of Course) and EOG (End of Grade) testing by allowing EOC scores to count as EOG scores in middle grades.** Middle school students who score proficient on an EOC test are to be counted proficient on the comparable EOG test without having to take the EOG test (e.g., middle school students taking Algebra I and scoring proficient on the Algebra I EOC are to be counted as proficient on the math EOG).
Effective: 2008-09 school year.

7. **Change the current approach to writing assessment.** To elevate the importance of writing throughout the curriculum, the current 4th, 7th, and 10th grade writing assessments are to be replaced with a K-12 writing assessment system that includes authentic and on demand writing assignments, appropriate to each grade level and backmapped from the graduation project. The DPI is to provide rubrics, aligned with the writing rubric used for the graduation project, for LEAs to use in assessing these K-12 writing assignments. Writing samples will be housed and scored locally, and DPI staff will conduct random audits to ensure compliance with on-going writing assessments. The DPI is to provide training and professional development to educators to ensure fidelity to the writing assessment process at each grade level.
Effective: Transition in the 2008-09 school year; Full implementation in the 2009-10 school year.

8. **Replace the current English I EOC with a high school English assessment given in grade 10.** The test will be used for ABCs and No Child Left Behind AYP accountability purposes and reflect the communication skills that high school students should have. The assessment is to include performance-based and authentic, real-world tasks.
Effective: 2010-11 school year.

9. **Revamp the current Computer Skills Test to ensure it measures 21st century Information Communication Technology (ICT) literacy.** The current computer skills test is to be reviewed and revised to ensure it measures 21st century ICT literacy, including understanding of systems of technology. The testing window for students to take the test is to be expanded to allow administration

anytime between the sixth and eighth grades, depending on student readiness. Scores are to be banked for accountability purposes.
Effective: 2008-09 school year.

10. **Eliminate the misalignment of assessment for the integrated math courses.** The DPI is to develop appropriate EOC assessments for integrated math courses. The assessments are to include performance-based and authentic, real-world tasks.
Effective: Development is to begin in the 2008-09 school year. The assessments are to be available for use by the 2010-2011 school year.

11. **Shorten the timeframe for reporting results after new tests are administered.** The DPI is to explore options for setting "cut" scores in the most timely manner possible and report to the Board on options.
Effective: Report due by October 2008.

Developing the Next Generation of Standards, Assessments, & Accountability

The State Board of Education directs the DPI to begin immediately the development of a detailed implementation plan for the action steps detailed in this section. The plan is to include timelines, resources needed, and strategies for involving appropriate stakeholders, including the business community, in the development process. In developing the next generation of standards, assessments, and accountability, the DPI is directed to:

- include the participation of teachers, content specialists, and technical experts in the development of the actual assessments;
- provide for the development of briefs/guides for each assessment and release of sample questions before new assessments are administered; and
- provide for the release of at least one form of each assessment on an annual basis.

The comprehensive implementation plan is to be presented to the State Board by October 2008.

1. **Overhaul the PreK-12 Standard Course of Study (SCOS) to focus on essential standards in order to narrow and deepen the state's curriculum.** The DPI is directed to conduct a comprehensive review of the PreK-12 content standards. This should include:
   - articulation of the skills, understandings, and learning experiences critical at each grade level;
   - inclusion of the skills, understandings, and learning experiences necessary to satisfactorily complete the graduation project;
   - infusion of writing, 21st century content, thinking and learning skills, and life skills[3] throughout the content standards; and
   - reflection of rigor, relevance, and relationships between and among subject areas.

   Upon adoption of the essential standards by the Board, the Department is to develop appropriate curriculum support materials and professional development, utilizing appropriate technological tools for delivery.

2. **Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.** The DPI is directed to develop new and aligned assessments based on the essential standards. This includes appropriate extensions for students with disabilities. The new assessment system must:
   - be aligned with the graduation project;
   - include performance-based, authentic, real-world tasks; and
   - provide diagnostic information to teachers on individual students.

3. **Allow LEAs to develop and pilot 21st century assessment models.** The DPI is to present a plan for approving assessment pilots that allow LEAs to develop alternative approaches to assessment that are consistent with the Board's 21st century mission and goals.

4. **Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.** The system is to include professional development on the essential standards, diagnostic and formative assessment, and technical assistance

[3] *Defined in Appendix B.*

on using data to inform instruction. The plan for the professional development system is to include an assessment of resources currently available.

5. **Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats.** This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

6. **Examine the K-8 accountability model with a 21st century focus.** This examination should include consideration of whether the model appropriately reflects 21st century skills and understandings and how the model affects school designations and recognition. While additional components may be considered, *the focus must remain on student achievement and academic growth.*

7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*

The State Board of Education's Commitment to High Standards for Students and Schools

As North Carolina moves to the next generation of assessments and accountability, the State Board of Education's commitment to high standards for students is **unwavering**. The Board recognizes that today's students live in an ever-changing, global economy. Without a doubt, students will enter a workforce and a world that is different than the one that exists today. It is clear to the State Board of Education that the state's expectations for student learning must increase accordingly.

The Board understands that North Carolina's system of assessments and accountability must support the kind of teaching and learning that prepare students for the future. As the Board and the DPI implement the action steps described in this document, it may also consider and identify additional steps to be implemented in moving to the next generation of assessments and accountability. For example, it may consider ways to provide students, parents, and other stakeholders with more meaningful information about how North Carolina's students perform in comparison to other students globally. In all deliberations, the Board will be guided by its mission. It will seek input from and the involvement of stakeholders, including the business community, which is a critical partner as we develop the next generation of assessments and accountability.

(b)(6)

International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.[i] In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.[ii]

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the "best" source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress*: The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence*: Standards from other countries tend to be very focused, including only what is absolutely necessary.

- *Organizing and formatting the standards*: Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.
- *Determining emphasis on particular topics in standards*: Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

* * * * *

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is http://www.corestandards.org/Files/ELAEvidence.pdf, and the URL for the mathematics document is http://www.corestandards.org/Files/MathEvidence.pdf.

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[i] Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.

[ii] Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.

Evidence for (B)(1)(ii):

Description of the legal process within North Carolina for standards adoption.

In North Carolina, the State Board of Education is granted the power to adopt standards by NC General Statute 115C-12 (9c) below. This process will be used (as demonstrated in the time line in section (B)(1)(ii)).

§ 115C-12. Powers and duties of the Board generally.
Miscellaneous Powers and Duties. – All the powers and duties exercised by the State Board of Education shall be in conformity with the Constitution and subject to such laws as may be enacted from time to time by the General Assembly. Among such duties are:

(9c) Power to develop content standards and exit standards. – The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes. High school course content standards shall include the knowledge and skills necessary to pursue further postsecondary education or to attain employment in the 21st century economy. The high school course content standards also shall be aligned with the minimum undergraduate course requirements for admission to the constituent institutions of The University of North Carolina. The Board may develop exit standards that will be required for high school graduation. The Board also shall develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area on a regular basis. Alignment shall include revising textbook criteria, support materials, State tests, teacher and school administrator preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development, and other university activity in the State's public schools align with the State Board's priorities.

North Carolina State Board of Education
January 6, 2010

As a part of approving the Race to the Top application:

The North Carolina State Board of Education agrees to commit North Carolina to using student achievement growth data as a significant part of teacher and principal evaluation, after undergoing a process engaging all stakeholders to determine a valid, fair, and reliable way to do so.

The North Carolina State Board of Education approves of the Regional Leadership Academies for principal certification.

The North Carolina State Board of Education endorses North Carolina working in collaboration with other states on formative, benchmark, diagnostic, and summative assessments based upon the Common Core standards.

1/6/10

Chairman
North Carolina State Board of Education

1/6/10

State Superintendent
North Carolina Department of Public Instruction

PARTICIPATING STATE TASK ORDER
PURSUANT TO OHIO DAS CONTRACT No CSP902107
EFFECTIVE DATES: 03/23/2007 TO 06/30/2011

THIS TASK ORDER (the "Order") is entered into by and among the following parties:

A. The Educational Measurement group of Pearson, a business of NCS Pearson, Inc., having an address of 2510 North Dodge Street, Iowa City, Iowa 52245-9555 ("Pearson"), ("Contractor"); and
B. The North Carolina State Board of Education (Agency), having an address of: Purchasing and Contracts, NC Department of Public Instruction, 6314 Mail Service Center, Raleigh, NC 27699-6308, Attention: Chuck Clements.

WITNESSETH:

WHEREAS, Pearson has created or caused to be created the American Diploma Project (ADP) Algebra II End-of-Course Exam pursuant to Ohio Department of Administrative Services Request for Proposal (RFP) No. CSP902107, and Contract No. CSP902107.

WHEREAS, The Agency is a member of the Multi-State Consortium which desires to make purchase of the contracted services and abide by all the terms and conditions contained in Ohio DAS Contract No. CSP902107; and

WHEREAS, Pearson agrees to provide services to the Agency and abide by all the terms and conditions contained in Contract No. CSP90217.

NOW, THEREFORE, in consideration of the mutual premises and covenants herein contained, Pearson and the Agency hereby agree as follows:

A. **Entire Agreement:** The contract between Pearson and the Agency shall consist of the following documents:

1. Ohio DAS Contract CSP902107 including all contract documents referenced on page two, paragraph one, (a-e), including the Agency specific special provisions contained in Attachment One, Part Two-J of the Ohio RFP CSP902107, and any subsequent signed amendments to the Contract;

2. This Task Order; and

3. The Agency's Purchase Order to be placed through the North Carolina E-Procurement Service.

4. In the event of conflicts, the order of precedence shall be Ohio DAS Contract CSP902107 as described above, this Task Order and the Purchase Order.

B. **Payment:**

1. The Agency shall submit an initial order to Pearson which details the quantity of tests ordered, and any additional optional and enhanced features/services requested on, or before a designated initial due date for each year that the Agency makes purchases under this agreement. In 2008, the initial due date for orders shall be February 7, 2008. For future administrations, the due date for initial orders is twelve weeks before the beginning of the ADP Algebra II test administration window. Pearson shall submit an initial invoice to the Agency within 30 days of receipt of the initial Agency order.

2. In the event the Agency requires additional tests or optional and enhanced features/services after the initial order due date has passed, due to circumstances not anticipated at the time it placed the initial order, the Agency may submit additional orders for tests or optional and enhanced features/services at least five days prior to the administration of the test. Pearson shall submit a final invoice to the Agency within 30 days after the last day of test administration for any and all additional orders placed after the initial order due date.

3. The Agency shall submit payment to Pearson within 30 days of invoice receipt, pursuant to paragraph 38 of Ohio DAS Contract No. CSP902107.

4. Pricing for all tests ordered shall be based on the total quantity ordered by the consortium as of the close of business on the initial order due date, and pursuant to the terms included in Ohio DAS Contract No. CSP902107 on page 13 of 15, a copy of which is attached hereto.

5. Pricing for optional and enhanced features/services shall be pursuant to the terms in Ohio DAS Contract No. CSP902107 on page 14 of 15, a copy of which is attached hereto.

C. Contact Information: Pearson and the Agency hereby designate the following individuals as the contract or procurement contacts:

NCSBE:

Chuck Clements
Section Chief
Purchasing and Contracts
NC Department of Public Instruction
6314 Mail Service Center
Raleigh, NC 27699-6308
phone: 919.807.3661
fax: 919.807.3660
email: cclement@dpi.state.nc.us

Pearson:

Amy Rickels
NCS Pearson, Inc.
Mail Stop 120
2510 North Dodge St
Iowa City, IA 52245

(319) 339-6925
amy.rickels@pearson.com

IN WITNESS WHEREOF, the parties hereto certify to having authority to bind their respective parties to this Task Order, and have signed this Agreement with the Effective Date set forth above.

NCS Pearson, Inc.

Anne Johnson 2-15-08
Signature *Date*

Anne Johnson
Print Name

Account Director
Title

North Carolina State Board of Education

June St Clair Atkinson 2/1/08
Signature *Date*

June St. Clair Atkinson
Print Name

N.C. Superintendent of Public Instruction
Title

2/5/08
Signature *Date*

Philip Price
Print Name

Associate State Superintendent for Financial and Business Services
Title

ALGEBRA II END-OF-COURSE EXAM MULTISTATE PROCUREMENT PARTICIPATION AGREEMENT NEW PARTICIPATING STATE ADDENDUM

This New Participating State Addendum ("Addendum") to the Algebra II End-of-Course Exam Multistate Procurement Participation Agreement, including the Attachment One: Project Requirements and Special Provisions; Part Two- J: Special Provisions - State of North Carolina, ("Agreement") is made and effective as of this ____ day of _ _____, 20__ (the "Effective Date") by and between the States that have previously become Parties to the Agreement (by having executed the Agreement or a like Addendum), acting through and at the direction of the Coordination and Direction Team ("CDT"), and the North Carolina State Board of Education ("North Carolina").

Pursuant to Section 7.7 of the Agreement, the CDT has approved the addition of North Carolina as a participating State under the Agreement.

North Carolina, in consideration of its being allowed to become a party to the Agreement, agrees to be bound by and comply with all terms and conditions of the Agreement, a copy of which is attached.

North Carolina also agrees to accept and abide by the previous actions and decisions of the Parties and the CDT, including without limitation procurement and contractor selection activities and decisions, except insofar as the Parties and/or CDT may hereafter determine to change them.

IN WITNESS WHEREOF, the Parties have executed this Addendum, intending it to have the effect of a sealed instrument, as of the day, month and year first above written.

For the Coordination and Direction Team

By: [signature]
Name: MITCHELL D. CHESTER
Title: SR. ASSOC. SUPER, DH. DEPT. OF ED.
Date: 3-15-08

For the North Carolina State Board of Education

By: J. B. Buxton
Deputy Superintendent of Public Instruction
[signature]

Date: 1/25/08

North Carolina Participation Agreement (DC-North Carolina Participation Agreement-_(DC_2036431_1) 002.DOC)

PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

January 18, 2008

To: LEA Superintendents
Charter School Directors

From: Robert L. Logan

AMERICAN DIPLOMA PROJECT'S ALGEBRA II END-OF-COURSE EXAM—Invitation to Participate

Background

At the January 2008 State Board of Education meeting, the Board approved North Carolina's participation in an Algebra II assessment developed for a thirteen-state consortium. All of these states also are members of Achieve's American Diploma Project (ADP) network.

The project's test vendor Pearson Educational Measurement (PEM) has field tested the items with members of the consortium. The first operational administration of the Algebra II exam is scheduled for May. This is an invitation for North Carolina districts to participate. This is an exciting initiative for our state, both in terms of creating a credible college readiness instrument suitable for the 21st century environment and as a partnership working with other states to address common goals. Also, it will provide comparative data with the other 13 participating states. (NC's participation is limited to the first 1000 students).

Administrative Details

- Districts may volunteer to administer the Achieve Algebra II Exam to one or more Algebra II classes. Each student in the Algebra II class will be required to participate.
- Districts must administer both the North Carolina Algebra II EOC and the Achieve Algebra II EOC under secure conditions. Please note that students must take both the Achieve and the state EOC.
- The Achieve exam's testing window is May 1 until June 13. Selected sites will be provided more detailed information on specific testing dates for Achieve's exam after selection. The NC Algebra II EOC must be administered during the EOC testing window. The EOC testing window is the last week of a semester course and the last two weeks of a yearlong course. Please be reminded that LEAs have the flexibility to extend this EOC testing window up to 7 school days.
- There is no direct charge to districts for the Achieve Algebra II Exam. The State of North Carolina will incur the cost and provide the exam to the LEA at no cost.

INNOVATION AND SCHOOL TRANSFORMATION
Robert L. Logan, *Associate State Superintendent* | rlogan@dpi.state.nc.us
6368 Mail Service Center, Raleigh, North Carolina 27699-6368 | (919) 807-3200 | Fax (919) 807-4065
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

- The Achieve exam is designed to take approximately 90-120 minutes, comprised of two 45-60 minute sessions, one of which will allow calculator use. However, some students may require—and should be allowed—additional time to complete the test.
- There are 60 questions on the Achieve exam including 50 multiple choice, seven short-answer, and three extended-response items. About one-third of the student's score will be based on the short-answer and extended-response items. More information on the exam may be found at http://achieve.org/node/842.

Questions

If you have questions about the Achieve Algebra II end-of-course exam, please contact Sarah McManus or Everly Broadway.

Sarah McManus
smcmanus@dpi.state.nc.us
919-807-3776

Everly Broadway
Ebroadway@dpi.state.nc.us
919-807-3838

Registration Deadline

Please email Sarah McManus (smcmanus@dpi.state.nc.us) by February 25, 2008 to indicate your school or district's interest in participating. (All students in an Algebra II class must participate.)

Include the following information in your request to participate:

Name of school
Principal
Algebra II teacher(s)
Number of students
Phone number

CC: High School Principals
Lou Fabrizio
Wandra Polk
Sarah McManus
Everly Broadway
JB Buxton
June Atkinson
Rebecca Garland

ASSESSMENT CONSORTIUM
MEMORANDUM OF AGREEMENT

This Memorandum of Agreement ("MOA") is entered into by and between the following States: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, and Virginia (collectively the "Participating States" or "Assessment Consortium").

1. Purpose. The purpose of this MOA is to form a coalition of states with a shared vision for common assessments that are internationally-benchmarked; build toward college and career readiness by the time of high school graduation; measure a common core of standards for K-12 pursuant to the National Governors Association Center for Best Practices Memorandum of Understanding ("Common Core Standards"); utilize technology for efficiency of delivery and scoring; and are cost effective. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment Competition in 2010 to develop and implement common, high-quality assessments aligned with the Common Core Standards.

2. Lead State. The Participating States agree that Florida shall be designated as the Lead State, and Florida accepts the designation. The Lead State shall manage the work process under this MOA and competitively bid, when determined by the Assessment Consortium, for all services and commodities required to achieve the objectives of this MOA.. In particular, the Lead State shall:

a. Direct and oversee meetings of the Assessment Consortium and set the agendas.

b. Pursuant to the laws of the Lead State, procure any necessary goods and services needed to carry out the intent of this MOA, using the most reasonable form of competitive solicitation and by quotes if no competitive solicitation is required.

c. Although the Lead State shall manage and administer the primary contracts, each Participating State shall be a party to any multi-state agreement, by direct execution or by addendum,. However, each Participating State shall be responsible for enforcing their portion of the work on any multi-state contract. In addition, the Lead State shall not be responsible for any of the contractual obligations of a Participating State.

d. Coordinate, assist, and task the Management Entity as may be reasonably necessary.

e. Serve as liaison with the U.S. Department of Education, and all other third parties on behalf of the Assessment Consortium.

f. The Lead State may resign by notifying the Participating States at least 30 days in advance by written notice. A majority of the Participating States will then appoint a new Lead State.

g. The Participating States may remove the Lead State and appoint a new Lead State by vote of a majority of the Participating States. Upon the resignation or removal of the Lead State, all contracts and other rights and obligations of the Lead State shall be assigned to the new Lead State.

3. Management Entity. Services of a Management Entity will be procured and utilized to assist the Consortium in conducting its work. A majority vote of the Assessment Consortium is required to award a contract to the Management Entity.

The Management Entity shall perform the following services:

a. Assist the Lead State in coordinating and running the Assessment Consortium meetings, including acting as a facilitator at the meetings.

b. Perform research and draft reports necessary for developing Requests for Proposals for goods and services.

c. Assist the Lead State in procuring goods and services as agreed upon by Participating States.

d. Provide advice and grant-writing services to the Assessment Consortium to assist them in developing the proposal for the Race to the Top Assessment Competition.

e. Perform any other activities and services that are reasonably requested by the Lead State or any Participating State in order to achieve the purposes of this MOA.

4. Scope of Work and Responsibilities of the Participating States. Each Participating State in the Assessment Consortium shall adopt the Common Core Standards which were developed to be internationally benchmarked and to build toward college and career readiness by the time of high school graduation. The Assessment Consortium shall, if funded by Race to the Top Assessment Competition funds, develop common, high-quality assessments which are aligned with the Common Core Standards, utilize technology for efficiency of delivery and scoring, result in a common definition of proficiency, and are cost effective. In order to achieve these deliverables, the Assessment Consortium and the individual Participating States shall perform the following activities.

a. Each Participating State will adopt the Common Core Standards using their state-approved standards-adoption process.

b. The Assessment Consortium will meet to define the process for procuring the services of a Management Entity by April 30, 2010

c. The Assessment Consortium will develop and submit a proposal for funding through the Race to the Top Assessment Competition by June 2010 or the due date established by the U.S. Department of Education.

d. The Assessment Consortium will meet, with the assistance of a Management Entity, to review the status of each Participating State's Common Core Standards adoption by August 2, 2010.

e. The Assessment Consortium will develop a plan by December 10, 2010, for sharing of test items and tasks aligned with the Common Core Standards for use in Participating States' LEAs for formative and interim assessment purposes.

5. Meetings and Quorum. Meetings may be called by the Lead State or a majority of the Participating States. Meetings may either be in person or by conference call. Written notice of the meeting shall be sent to all Participating States at least 48 hours in advance, by email, facsimile, or certified mail.

a. A Quorum for any meeting shall consist of designated representatives from at least two-thirds of the Participating States. An individual state may appear by phone and be counted as part of the Quorum. Each Participating State shall have one vote.

b. All actions or decisions of the Assessment Consortium shall, unless otherwise designated elsewhere in this MOA, require a majority vote to pass.

c. Actions and decisions of the Assessment Consortium may also be taken by written directive executed by a majority of the Participating States without a formal meeting.

d. Notwithstanding the above, any amendment to this MOA shall require a unanimous vote of the Participating States.

6. Exam Results. Each Participating State shall own their respective assessment results and any other documentation which are developed as a result of any particular state assessment. All Participating States shall jointly own all deliverables produced as a result of this MOA, and shall have the right to utilize all deliverables and documents produced under this MOA for the benefit of their respective state, subject to all state and federal confidentiality laws and regulations.

7. Termination and Withdrawal of Parties.

a. This MOA may be terminated by agreement of all the Participating States.

b. Any Participating State may withdraw from this MOA upon thirty days written notice to all Participating States. In addition, any Participating State may immediately withdraw from this MOA upon notice of a loss of state funding to support the assessment work. A notice specifying the reasons for immediate termination shall be sent as soon as possible after the termination to the Participating States.

c. A withdrawn Participating State may only participate in a contract or agreement it executed prior to its withdrawal from the Assessment Consortium and this MOA.

d. A Participating State may have their rights hereunder terminated in the event it fails to perform or comply with any of its material covenants or obligations contained in this MOA, and such failure is not remedied and cured in all material respects within fifteen (15) days after the date written notice of such failure is delivered to the Participating State by the Lead State. A termination for default under this provision shall effectively terminate all contracts and agreements entered into by the terminated Participating State which have been procured through this MOA. Upon demand by the Lead State, the terminated Participating State shall provide written proof that such agreements have been terminated. However, the determination of default must be made by a majority of the Participating States before the Lead State is authorized to take any action against a defaulting Participating State.

8. Confidential Information. The Participating States warrant they shall not disclose to any third party any personally identifiable information about any student, without the written consent of the Participating State that owns the data. This applies to information which came from any record or report used by the Assessment Consortium or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).

9. Expenses. It is the intent of the Participating States to seek funding from various third parties for the development of the common, high quality assessments and other shared deliverables under this MOA, and for the cost of a Management Entity. However, prior to obtaining such funds, the Participating States agree that they shall equally share these expenses. Decisions on whether to incur a shared expense and the amount to incur shall be decided by a majority vote of the Assessment Consortium. Notwithstanding the above, the Participating States also agree that they shall individually pay for any state specific expenses, including travel and the costs related to any state's use of an assessment.

10. Miscellaneous Provisions.

a. Rules of Interpretation. The Participating States waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this MOA is a joint product of all Participating States.

b. Assignment. No Participating State may assign any of its rights or obligations hereunder without the prior written consent of the Assessment Consortium.

c. Additional Documentation. Each Participating State agrees to take such action and to execute and deliver all documents necessary to carry out the terms and conditions of this MOA.

d. Invalidity and Severability. In the event that any provision of this Contract shall be held to be invalid, such provision shall be null and void. The validity of the remaining provisions of the MOA shall not in any way be affected thereby.

e. Counterparts. This Contract maybe executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

f. Authority to Execute. Each Participating State warrants that it has the authority to enter into this MOA, and the party executing hereunder has the full authority to bind that state.

IN WITNESS WHEREOF, the Participating States have, through their duly authorized representative, executed this Memorandum of Agreement, which shall be effective, as of the last signature date below.

STATE OF ARKANSAS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF COLORADO

By:_____

Name:_____
Title:_____
Date:_____

STATE OF FLORIDA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF ILLINOIS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF INDIANA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF LOUISIANA

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF MASSACHUSETTS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF MINNESOTA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF NORTH CAROLINA

By: June St. Clair Atkinson

Name: June St.Clair Atkinson
Title: State Superintendent
Date: January 5, 2010

STATE OF OHIO

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF PENNSYLVANIA

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF VIRGINIA

By:_____

Name:_____
Title:_____
Date:_____

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and North Carolina. The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development**.

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments**. Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to <u>continuously improve teaching and learning</u>**. Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to <u>improve the quality of learning</u> and schooling. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems <u>use multiple measures</u> to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) <u>New technologies enable greater assessment quality</u> and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

<u>State and Local Roles within a Consortium</u>

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaureate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

June St. Clair Atkinson

Signature

January 13, 2010

Date

June St. Clair Atkinson

Print Name

State Superintendent

Title

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

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January 15, 2010

Dr. June Atkinson
State Superintendent of Public Instruction
North Carolina Department of Public Instruction
NC Education Building
6301 Mail Service Center
Raleigh, NC 27699

Dear Superintendent Atkinson:

Achieve is pleased to confirm North Carolina's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

North Carolina's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

(b)(6)

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Hampshire
19. New Mexico
20. North Carolina
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. Tennessee
26. Utah
27. Wisconsin

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

States Participating in the Common Core Balanced Assessment Consortium as of January 13, 2010:

Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington DC, West Virginia, Wisconsin, and Wyoming

Section C
Appendix 20

I. Project Abstract

North Carolina (NC) must establish a robust P-20 statewide longitudinal data system (SLDS) to enable education leaders at the State and local levels to make outcome-based decisions regarding policies, programs, and practices aimed at increasing student success at every point along the State education-workforce continuum. With an official mandate from Governor Perdue, the NC Education Cabinet, and the NC General Assembly, a committee composed of representatives from the NC Department of Public Instruction (NCDPI), NC Community College System (NCCCS), University of North Carolina General Administration (UNC), NC Independent Colleges and Universities (NCICU), NC Early Childhood Data Group (NCECDG), and Employment Security Commission of NC (NCESC) has been working to craft a collective vision and high level implementation plan for an NC SLDS. This vision is "NC P20+," an SLDS that will include formal, Statewide, collaborative governance, and technology infrastructure that will enhance accessibility, quality, interoperability, and use of "shared" data needed both for sector-specific and Statewide, cross-sector analysis and reporting. Many elements of NC P20+ are either in place or in the process of being developed, while other components are yet to be designed or implemented. Perhaps the most critical elements that are already in place are the strong existing collaboration among the NC P20+ sectors to use data to promote continuous improvement of education services, and the Statewide P13 Unique Student Identifier (UID).

NC P20+ is designed to address NC's critical need for an SLDS by addressing five core goals around which the project's 16 measurable outcomes are organized. The five goals are as follows:

Goal 1: Institutionalizing Rigorous Governance

Goal 2: Implementing a Statewide P20+ Unique Student Identifier (UID)

Goal 3: Building a Comprehensive P20+ Data Exchange (NC Data Hub)

Goal 4: Ensuring High Data Quality in Each Sector and in the Exchange

Goal 5: Building Capacity for Stakeholders to Access and Use Data

Led by the NC P20+ Steering Committee, NC will accomplish these goals by employing a proven project management and governance structure based on the one used to implement the ongoing Common Education Data Analysis & Reporting System (CEDARS) project (a P13 SLDS funded through cohort 2 of the Institute of Education Sciences SLDS grant program). NC P20+ will leverage both specific CEDARS technology investments and various lessons learned from implementation.

Establishing NC P20+ is critical to enabling NC leaders at all points along the NC education-workforce continuum access to a broader view of the State's educational needs. As NC strives to find the right formula(s) for ensuring that our State's spectrum of education services can facilitate every student's achievement of college- and/or career-readiness, our leaders must have access to this holistic view. In the current and foreseeable State fiscal climate, however, NC faces extreme challenges in trying to achieve the NC P20+ vision. Without the IES SLDS grant funds requested in this proposal, efforts will be severely limited, and the State will be at risk of not being able to create the robust SLDS capability we need to move our education system forward.

Section D
Appendices 21-34

State Statute Granting All Licensure Decisions to State Board (Relevant Sections)

§ 115C-296. Board sets certification requirements.

(a) The State Board of Education shall have entire control of certifying all applicants for teaching positions in all public elementary and high schools of North Carolina; and it shall prescribe the rules and regulations for the renewal and extension of all certificates and shall determine and fix the salary for each grade and type of certificate which it authorizes. . . .

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs. . . .

(c) It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector. To this end, before the 1985-86 school year begins, the State Board of Education shall develop criteria and procedures to accomplish the employment of such individuals as classroom teachers. Beginning with the 2006-2007 school year, the criteria and procedures shall include preservice training in (i) the identification and education of children with disabilities and (ii) positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. Skilled individuals who choose to enter the profession of teaching laterally may be granted a provisional teaching certificate for no more than three years and shall be required to obtain certification before contracting for a fourth year of service with any local administrative unit in this State.

(c1) The State Board of Community Colleges may provide a program of study for lateral entry teachers to complete the coursework necessary to earn a teaching certificate. To this end, the State Board of Education, in consultation with the State Board of Community Colleges, shall establish a competency-based program of study for lateral entry teachers to be implemented within the Community College System no later than May 1, 2006. This program must meet standards set by the State Board of Education.

The State Board of Community Colleges and the State Board of Education shall jointly identify the community college courses and the teacher education program courses that are necessary and appropriate for inclusion in the community college program of study for lateral entry teachers. To the extent possible, any courses that must be completed through an approved teacher education program shall be taught on a community college campus or shall be available through distance learning.

In order to participate in the community college program of study for lateral entry teachers, an individual must hold at least a bachelors degree from a regionally accredited institution of higher education.

An individual who successfully completes this program of study and meets all other requirements of certification set by the State Board of Education shall be recommended for a North Carolina teaching certificate.

(c2) It is further the policy of the State of North Carolina to ensure that local boards of education can provide the strongest possible leadership for schools based upon the identified and changing needs of individual schools. To this end, before the 1994-95 school year begins, the State Board of Education shall carefully consider a lateral entry program for school administrators to ensure that local boards of education will have sufficient flexibility to attract able candidates.

Session Law 2009-0451 (Relevant Sections)

AN ACT TO MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT OPERATIONS OF STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES, AND FOR OTHER PURPOSES.

REMOVE BARRIERS TO LATERAL ENTRY INTO TEACHING
SECTION 7.21.(a) The State Board of Education shall:
(1) Review the lateral entry program and identify and remove from it barriers to the lateral entry of skilled individuals from the private sector into the teaching profession;
Page 36 Session Law 2009-451 SL2009-0451
(2) Reduce the coursework requirements for lateral entry by consolidating the required competencies into fewer courses and fewer semester hours of coursework; and
(3) Provide additional opportunities for individuals to complete coursework online and at community colleges.
SECTION 7.21.(b) The State Board of Education shall report to the Joint Legislative Education Oversight Committee by January 15, 2010, on its implementation of this section.

NC State Board of Education Policies on Licensure Routes (Relevant Sections)
Policy ID Number: TCP-A-001
Policy Title: Policies on General Licensure Requirements
Current Policy Date: 11/05/2009

. . .

1.70 Lateral Entry License

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

(1) Be selected for employment by a North Carolina school system;
(2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. . . .
(3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the Praxis I exams and have attained one of the following:
   a) a GPA of at least 3.0 on all work completed in the senior year;
   b) a GPA of at least 3.0 in the major; or
   c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed after the bachelor's degree was earned and within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

(1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. . . .

(2) attaining passing score on appropriate PRAXIS subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
(3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;
(4) completion of a cumulative of six semester hours of course work in the approved program each school year;
(5) successful completion of at least a three-year initial licensure program in the lateral entry license area;
(6) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching shall be issued a Standard Professional 1 License upon:

a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
c. Completion of one year of successful teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

(1) providing a two-week orientation . . . ;
(2) providing working conditions that are appropriate for all novice teachers;
(3) giving regular focused feedback to the teacher for improving instruction; and
(4) assisting the individual in accessing prescribed course work and professional development opportunities.

Individuals who do not fulfill the requirements of their lateral entry license within the three years they are initially given may be issued another lateral entry license provided:

1. they have passed the required Praxis II exam(s) for the specialty area in which the license will be issued and
2. at least six years have elapsed since the prior lateral entry license was issued.

1.75 Lateral Entry for Licensed Educators

At the request of an employing school system, an individual who holds a clear (non-restricted) license in a teaching, administrative, supervisory, or student services area may be issued a lateral entry license in a teaching area provided he/she meets the federal requirements to be designated highly qualified in the teaching area. Licensed educators who are issued a lateral entry license shall be subject to the requirements for lateral entry teachers detailed in Section 1.70 of this policy.

1.80 Alternative Entry License

Alternative entry licenses shall be issued to individuals if requested by an employing LEA that has determined there is or anticipates there will be a shortage of qualified teachers available for specified subjects or grade levels. The LEA shall have developed a plan to determine the individual's competence as a teacher, including review of the performance of students taught by the individual. The alternative entry license is a one-year temporary license.

LEAs shall report semi-annually to the SBE the number of individuals employed as teachers under each eligibility criteria. This policy expires September 1, 2006 but remains in effect for any teacher employed by it prior to September 1, 2006.

Eligibility Criteria

To qualify for an alternative entry license, the individual must:

1) hold at least a bachelor's degree from a regionally accredited college or university;
2) be eligible for re-employment by his or her prior employer; and must:

3) (a) hold a valid (current) out-of-state certificate with a minimum of one year of classroom teaching experience considered relevant by the local board to the grade of subject to be taught; or
   (b) have at least one year of full-time classroom teaching experience considered relevant by the local board to the grade or subject to be taught, as a professor, associate professor, assistant professor, instructor, or visiting lecturer at a regionally accredited college or university; or
   (c) have three years of other experience provided the local board determines that both the individual's experience and postsecondary education are relevant to the grade or subject to be taught.

Program Components

1) During the period of employment with an alternative entry license, the individual shall receive an annual evaluation and multiple observations.
2) The individual's competence as a teacher, including review of the performance of students taught by the individual, shall be assessed according to the plan developed by the local board.
3) If the individual does not have one year of classroom teaching experience, a mentor teacher shall be provided by the local board.
4) If the individual qualifying for the alternative license under eligibility criteria 3a is deemed competent based on the plan adopted by the local board and recommended for re-employment, she/he is then eligible for a Standard Professional 1 or Standard Professional 2 NC teacher license and is not required to take and pass a standard examination. It shall be the responsibility of the local board to submit the required forms to the Licensure Section for the license to be processed. An individual who receives a Standard Professional 1 or Standard Professional 2 NC teacher license under this option shall be subject to the same requirements for continuing licensure and license renewal as other teachers who hold initial or continuing NC teacher licenses.
5) If the individual qualifying for this license under eligibility criteria 3b or 3c is deemed competent based on the plan adopted by the local board and recommended for re-employment by the local board and the individual has passed the Praxis examinations applicable for the area of licensure, the individual is then eligible for a Standard Professional 1 or Standard Professional 2 NC teacher license. It shall be the responsibility of the local board to submit the required forms to the Licensure Section for the license to be processed. An individual who receives a Standard Professional 1 or Standard Professional 2 NC teacher license under this option shall be subject to the same requirements for continuing licensure and license renewal as other teachers who hold initial or continuing NC teacher licenses.

   If the individual qualifying for this license under eligibility criteria 3b or 3c does not pass the required Praxis examinations within the first year of alternative entry licensure, she/he may be employed under the provisions of lateral entry.

1.85 International Faculty License

Individuals on a cultural exchange visa who hold at least a baccalaureate degree earned at the equivalent of a regionally accredited institution, meet their countries' requirements for qualified teachers, and have at least two years of actual classroom teaching experience may be issued an

International Faculty license for a maximum of three years. The International Faculty license is not renewable. To be eligible for this license, the teacher must complete the equivalent of North Carolina's *H*igh *O*bjective *S*tate *S*tandard of *E*valuation administered by an evaluator authorized by the North Carolina Department of Public Instruction. For purposes of PL 107-110 (No Child Left Behind) this constitutes a full license.

Individuals on a cultural exchange visa who hold at least a baccalaureate degree earned at the equivalent of a regionally accredited institution and meet their countries' requirements for qualified teachers, but with less than two years of actual classroom teaching experience, may be issued an International Faculty license to participate in a federally approved pilot program for teachers from other countries provided they otherwise meet the "highly qualified" requirements of No Child Left Behind. The International Faculty license will be issued for a maximum of three years and is not renewable.

Teachers issued the International Faculty license may have their native language added to their license by earning a rating of at least "Intermediate High" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test.

1.90 Emergency Permit to Practice

At the request of the employing LEA, the Department shall issue an emergency permit to practice for a teaching assignment at the A-00 pay level to persons who hold at least a baccalaureate degree from a regionally accredited IHE but who do not qualify for a license under any other approach. The emergency permit to practice shall be valid for one year and may not be renewed. When it requests an emergency permit to practice, the LEA must document that no appropriately licensed professionals or persons who are eligible for a lateral entry license are available to accept the position. Effective June 30, 2006, emergency permits can not be used for teaching at the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

Individuals who have been employed on an emergency permit *(with at least a 2.5 GPA, but inappropriate college major)* may be issued a lateral entry license upon:

- successful completion of one year of teaching (6 calendar months or more)
- satisfactory completion of the NC TEACH (or equivalent) Summer Institute
- recommendation of the LEA.

Individuals who were employed on an emergency permit (with at least a 2.5 GPA, but inappropriate college major) during the 2004-05 school year who completed at least 15 semester hours of relevant coursework may be issued an emergency permit for the 2005-06 school year on the recommendation of the employing LEA. The permit shall be at the A-01 pay level.

Policy ID Number: TCP-A-002
Policy Title: Policies on Routes to Licensure
Current Policy Date: 03/05/2009

. . .

2.20 Regional Alternative Licensing Centers

Regional alternative licensure centers shall be established by the Division of Human Resource Management. The centers are authorized to review transcripts, prescribe plans of study leading to licensure, and directly recommend teachers for licensure. These centers work with state-approved teacher education programs and LEA personnel to provide assistance to lateral entry and provisionally licensed teachers.

2.30 Direct Licensure

In the case of applicants for career-technical education licenses, international faculty licenses, and on a case-by-case basis at the request of the employing LEA for other licenses, the Licensure Section may evaluate individual records for the purpose of establishing eligibility for licensing without the involvement of an IHE or other authorized recommending agency. Direct licensure may be used when there are unique employment qualifications for a license area (e.g., career-technical education, international faculty), a limited number of approved teacher education programs in the license area, and in the case of extenuating circumstances which prohibit a fair and equitable evaluation through other established routes to licensure. Employees earning a license through the direct process must comply with all current provisional, beginning teacher, and testing requirements, as well as any experience requirements for the area of licensure sought.

Individuals who have earned a least a baccalaureate degree from a regionally accredited institution or an equivalent academic credential in another country, but who are not licensed to teach, may be issued a lateral entry license in a world language based on a rating of at least "Intermediate High" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test. Individuals who have earned a least a baccalaureate degree from a regionally accredited institution or an equivalent academic credential in another country, but who are not licensed to teach, may be issued a lateral entry license in American Sign Language based on holding at least provisional certification from the American Sign Language Teachers Association (ASLTA).

To be issued a lateral entry license, individuals must meet the 2.5 grade point average requirement. Individuals clearing a license through the direct licensure route complete coursework prescribed by the Licensure Section using the lateral entry templates to clear the license.

Individuals who have completed their baccalaureate degree at an institution outside the United States must submit an official credential evaluation completed by a recognized credential evaluation agency (e.g., World Evaluation Services, Inc., Josef Silny and Associates, Inc., International Education Evaluators, Inc.). Credential evaluations are not accepted from individual evaluators or from agencies with which the prospective teacher is or has been affiliated.

Policy ID Number: TCP-A-014
Policy Title: 16 NCAC 6C.0305 Policies on licenses for non-teacher education graduates
Current Policy Date: 11/03/2005

(a) A person who has not graduated from a teacher education program that has been approved under Rule .0202 of this Subchapter who later desires to teach shall have his/her credentials evaluated by an IHE approved in accordance with these rules or

regional alternative licensing center ("RALC"). The person shall satisfy the assessment of his/her needs and be recommended by the IHE or RALC for a license.

(b) Persons who have been selected for employment by a LEA under the lateral entry provisions of G.S. 115C-296(c) may obtain a license as follows:

(1) To be eligible for a lateral entry license, a person shall . . . [***See TPC-A-001, above***]

(2) A person who holds a lateral entry license shall complete a program that includes the following components . . . [***See TCP-A-001, above***]

(3) Individuals who possess five or more years of experience considered relevant by the employing LEA and who satisfy testing requirements for the licensure area within the first year of teaching shall be issued an initial license upon . . . [***See TCP-A-001, above***]

(4) The employing LEA shall commit in writing to . . . [***See TCP-A-001, above***]

(c) A person who is qualified to hold at least a class "A" teaching license may be issued additional areas of licensure on a provisional basis as needed by LEAs. The person must satisfy deficiencies for full licensure at the rate of six semester hours per year. The person must complete this yearly credit before the beginning of the following school year and the credit must be directly applicable to the provisional area(s). The person must complete all credit requirements by the end of the fifth year of provisional licensure. . . .

Policy Identification

Priority: Twenty-first Century Professionals

Category: Teacher Education

Policy ID Number: TCP-B-006

Policy Title: Policy Defining Innovative/Experimental Programs for School Administrator Preparation

Current Policy Date: 07/01/2007

(a) An innovative/experimental program for school administrator preparation is an alternative to the regular approved program and involves public schools and the Department of Public Instruction in the planning and implementation of programs.

(b) A school system or IHE shall receive approval by the SBE before it implements an alternative program. The department shall issue a license to all individuals who complete these approved programs who are recommended by the school system or IHE and who otherwise meet licensure requirements.

(c) When the department receives a proposal to establish an alternative program, it will review the proposal, including making on-site visits with agencies as required. The State Evaluation Committee on Teacher Education will review the proposal and information from the on-site visit and recommend to the SBE whether or not the proposed program should be approved.

(d) The SBE may approve programs which meet the following standards:

(1) The program is planned, developed, implemented and evaluated by a school system or IHE and has been reviewed by the State Evaluation Committee on Teacher Education. The proposed innovation is sound and has the potential for strengthening the preparation process for school administrators.

(2) The program is appropriately organized and administered. There is a structure for the oversight and management of the program which ensures flexibility and

accountability.

(3) The program has sufficient and appropriate human, fiscal, and physical resources.
(4) The program has defined entry requirements and levels of competency expected.
(5) The program addresses the needs of the students.
(6) The program includes exit levels of competence, a procedure for recommending licensure, and a follow-up process.
(7) The program has clearly defined measurable expected outcomes/results.

(e) The SBE will evaluate approved innovative/experimental programs annually based on a written report submitted by the school system or IHE and/or by an on-site State visitation team to assure that the program is producing prospective school administrators who can function effectively in the public schools of the State. Based on the annual report the SBE may continue or terminate the innovative/experimental program.

Policy ID Number: TCP-B-010
Policy Title: Policy Defining Innovative/Experimental Programs for Lateral Entry Teacher Licensure
Current Policy Date: 08/01/2007

(a) An innovative/experimental program for lateral entry teacher licensure is an alternative to the regular approved program and involves public schools, the Department of Public Instruction, and the NC Professional Teaching Standards Commission in the planning and implementation of programs.

(b) A school system, community college, or college/university shall receive approval by the SBE before it implements an alternative program. The Department of Public Instruction shall issue a license to all individuals who complete these approved programs who are recommended by the school system, community college, or college/university and who otherwise meet licensure requirements.

(c) When the Department of Public Instruction receives a proposal to establish an alternative program, it will review the proposal in consultation with the NC Professional Teaching Standards Commission, including making on-site visits with agencies as required. The State Evaluation Committee on Teacher Education will review the proposal and information from the on-site visit and recommend to the SBE whether or not the proposed program should be approved.

(d) The SBE may approve programs which meet the following standards:

(1). The program is planned, developed, implemented and evaluated by a school system, or by a community college/college/university in conjunction with a school system and has been reviewed by the State Evaluation Committee on Teacher Education. The proposed innovation is sound and has the potential for strengthening the preparation process for lateral entry teachers.
(2). The program is appropriately organized and administered. There is a structure for the oversight and management of the program which ensures flexibility and accountability.
(3). The program has sufficient and appropriate human, fiscal, and physical resources.
(4). The program addresses the needs of the students.
(5). The program includes exit levels of competence, a procedure for recommending licensure, and a follow-up process.
(6). The program has clearly defined measurable expected outcomes/results.

(e) The SBE will evaluate approved innovative/experimental programs annually based on a written report submitted by the school system or IHE and/or by an on-site State visitation team to assure that the program is preparing lateral entry teachers who can function effectively in the public schools of the State. Based on the annual report, the SBE may continue or terminate the innovative/experimental program.

Licensure[1] (Overall & Alternative) Totals

Licensure	Total
Total number of teachers licensed in 2009	11,619
Total number of teachers licensed via NC programs	*7,259*
Total number of principals licensed in 2009	1,057
Total number of principals licensed via NC programs	*781*

Alternative Certification Programs	Can be provided by various types of qualified providers, not limited to IHEs?	Selectively accepts candidates?	Provides school-based experiences & ongoing support?	Limits coursework and/or allows testing out?	Awards same level of certification as traditional programs?	Teacher licenses granted (2009)	Principal licenses granted (2009)
Lateral Entry	Y	Y	Y	Y[2]	Y	1,937[3]	N/A
		via UNC System Schools (2007-08)				*957*	
		via RALCs (2009)				*1,055*	
		via Innovative/Exper. Progs. for Teachers (2009)				*19*	
Direct Licensure	DPI only	Y	N	Y	Y	1,142	60
Innovative/Experimental Programs for School Admins.	Y	Y	Y	Y	Y	N/A	0
		via New Leaders for New Schools (2009)					*9 enrolled*

[1] In 1993, the SBE formally changed all credentialing references in NC from "certification" to "licensure."
[2] Lateral entry limits coursework but does not currently allow testing out of requirements
[3] Figure does not reflect sum of program totals because some program totals are from previous years and some program completers do not apply for full licensure.

Teacher Vacancy Report
Fall 2009

Prepared by

Division of School Business
Department of Public Instruction
Fall 2009

Teacher Vacancy Report
Fall 2009

Since 1999, local education agencies (LEAs) have annually reported the number of vacant teaching positions they have on October 20th (or the last working day prior to this date). The data submitted by the LEAs in October 2009 and the 4 previously reported years are presented in the following pages. The 2008 data was not collected and is therefore not presented. The data has been summarized by year, by license area and by region.

Pages 2 – 5 Vacancies by LEA.

Page 6 - 9 Vacancies by region.

Pages 10 - Vacancies by license area, and license area by region.

As of October 2009, 559.63 vacancies were reported statewide. This represents a 49% (n = 536.67) decrease from the number reported in October 2007.

Total Teaching Vacancies by LEA
2004 to 2009

LEA	Oct 2004	Oct 2005	Oct 2006	Oct 2007	Oct 2009
Alamance-Burlington	7	14	31	26	12
Alexander	2	3	4	0	0
Alleghany	1	2	3	2	0
Anson	1	6	18	5	3
Ashe	0	0	1	1	1
Avery	1	1	2	0	0
Beaufort	0	6	9	5	3.5
Bertie	5	14	21	14	7
Bladen	6	10	17	9.5	7
Brunswick	7	4	10	12	7
Buncombe	2	2.5	1.5	3	0
Asheville City	0	4	1	1	4.5
Burke	7	9	15.5	4	9
Cabarrus	4	12	12	1	10
Kannapolis City	1	8	5	8	0
Caldwell	1	1	2.5	1	2
Camden	0	2	2	1	1
Carteret	0	4	2	1	4
Caswell	3	0	2	2	1
Catawba	1	1	3.5	2	1
Hickory City	0	0	4	0	2
Newton-Conover	1	0	1	1	0
Chatham	10	6	8	14	3
Cherokee	0	0	4.5	0	2
Chowan	2	4	1	1	1
Clay	0	0	0	0	0
Cleveland	6	4	2	3	0
Columbus	1	9	2	3	2
Whiteville City	0	0	1	1	2
Craven	5	18	18	4	6
Cumberland	51	30	41.5	49.5	39
Currituck	3	5	6	1	1
Dare	2	1	1	1	0
Davidson	12.5	12	8	15	1.5
Lexington City	1	2	10	1	3
Thomasville City	0	2	4	2	0
Davie	1	0	1	1	1
Duplin	18	0	4	13.5	0
Durham Public	26	62	54.5	38	24
Edgecombe	29	21	26	17.4	7
Forsyth	22.7	29.4	43	53	21
Franklin	13	11	20	11	4
Gaston	9	15	11	6	0.5
Gates	0	1	5	3	0
Graham	0	1	0	0	0

Total Teaching Vacancies by LEA
2004 to 2009

LEA	Oct 2004	Oct 2005	Oct 2006	Oct 2007	Oct 2009
Granville	7	9	2	9	7
Greene	0	1	3	7.5	0
Guilford	52	47	40.5	19	8.53
Halifax	4	8	22	12	8
Roanoke Rapids City	4	3	2	4	1
Weldon City	1	3	4	7	1
Harnett	24	17	22	20	9
Haywood	2	1	0	0	0
Henderson	1	0	1	0	1
Hertford	13	7	15	4	2
Hoke	14	9	18	21	4
Hyde	0	2	1	4	2
Iredell	2	13	17	9	5
Mooresville City	1.5	1	4.5	8	0
Jackson	4	1.5	11	1	3
Johnston	17	17.5	36	24.4	7
Jones	1	0	3	5	0
Lee	5	6	7	8.5	13
Lenoir	12	22	30	14	2
Lincoln	2	2	2	3	5
Macon	0	0	1	0	1
Madison	0	2	2.5	1	0
Martin	8	5	12	5	1
McDowell	3	7	3	2	0
Char.-Mecklenburg	156.5	131	136.4	171.25	109
Mitchell	0	0	0	1	0
Montgomery	4	2	4	5	5
Moore	6	6	6	11	4
Nash-Rocky Mount	9	14	22	12	4
New Hanover	10	13	18	19	4
Northampton	12	7	8	2	3
Onslow	18	30	12	12	11
Orange	3	6	16	3	2
Chapel Hill-Carrboro	10	10.5	5	6.7	6
Pamlico	2	2	1	1	0
Pasquotank	9	9	11	15	6
Pender	8	10	6	10.5	4
Perquimans	3	1	4	3	1
Person	4	0	2	4	3
Pitt	17.5	11.5	16.5	17.5	5
Polk	1	0	1	0	0
Randolph	5.5	10.5	7.5	10	2.5
Asheboro City	3.5	1	0	0	1
Richmond	0	8	11	8	1
Robeson	47	11	33	25	16

Total Teaching Vacancies by LEA
2004 to 2009

LEA	Oct 2004	Oct 2005	Oct 2006	Oct 2007	Oct 2009
Rockingham	17	12	10	9	2
Rowan-Salisbury	10	15.5	16	24	11
Rutherford	0	0	5	7	4
Sampson	5	4	5	8	1
Clinton City	0	1	1	1	0
Scotland	2	2	6	3	3
Stanly	1	4	5	4	7
Stokes	0	7	7	8	5
Surry	0	5	6	7	2
Elkin City Schools	0	1	0	0	2
Mt. Airy City	0	1	0	0	0
Swain	2	0	1	0	0
Transylvania	1	1	1	1	0.6
Tyrrell	2	2	1	0	1
Union	11	19	14	19	9
Vance	16	10	12	13	2
Wake County	42.5	21	62	77	15
Warren	16	7	13	10	7
Washington	2	2	1	1	3
Watauga	4	1	2	1	4
Wayne	20.5	16	23	26	8
Wilkes	3	9	3	1	1
Wilson	10	16	19	10	11
Yadkin	1	3	2	2	0
Yancey	0	7	2	1	0
Total	**934.7**	**970.9**	**1236.4**	**1096.3**	**559.63**

Note: Data was not collected or reported in 2008.

Teacher Incentive Fund Grantees in North Carolina & NC Collaborative Project

NC Teacher Incentive Fund (TIF) Programs

Charlotte-Mecklenburg

Eligible teachers and principals can earn a merit-based salary supplement of up to 10 percent annually for reaching the student academic achievement goals. They can also earn a bonus or stipend for attending professional development or assuming additional leadership responsibilities. The additional financial incentives include a $10,000 signing bonus for teachers and principals who accept positions in hard-to-staff, high-need schools; signing bonuses of $8,000 for teachers who agree to teach hard-to-staff subjects (math, science, special needs, high school subjects with end-of-course exams); and incentive stipend pay of $115/day, including benefits for attending approved professional development or assuming leadership roles and extra duties that are related to improving student achievement. Stipends are based largely on existing state student achievement assessments that are in place for many subject and grade levels. Student achievement data will be collected from the North Carolina End-of-Grade (EOG) tests for grades 3 through 8 and the End-of-Course (EOC) tests for grades 9 through 12. Teachers who teach a class that does not use a state end-of-year/course exam in year 1 will be eligible for the salary supplement based on school-wide performance. Alternate measures of student achievement will be proposed for years 2 through 5.

http://cecr.ed.gov/initiatives/profiles/pdfs/CommunityTrainingandAssistanceCenter.pdf

Cumberland County

Teachers are eligible to receive incentives totaling a maximum of $10,000 and principals are eligible to receive a maximum of $5,000. There are three levels of reward for teachers – Level I payments are based on student performance; Level II payments focus on attainment of advanced credentials; and Level III payments are designated for Model Classroom leaders. There are two levels of reward for principals – Level I payments are based on professional growth and leadership activities, and Level II payments are based on achieving student growth targets.

http://cecr.ed.gov/initiatives/profiles/pdfs/CumberlandCountySchools.pdf

Guilford County

Incentives include professional development, recruitment and retention bonuses, and performance incentives. Incentives are available to kindergarten through second-grade teachers; third- through eighth-grade teachers of math, language arts, or reading; high school math and English teachers; curriculum facilitators; and principals. Teachers are eligible to receive a performance incentive based upon their value-added scores. Administrators are eligible to receive a performance incentive based upon the school meeting AYP and standards established by North Carolina's ABCs of Public Education program. Potential retention/recruitment incentives for teachers and principals range from $2,500-$10,000. Performance-based incentives for teachers and principals range from $2,500-$5,000.

http://cecr.ed.gov/initiatives/profiles/pdfs/Guilford.pdf

Forsyth

[*Note*: Winston-Salem/Forsyth's plan is not an official TIF project, but a description of the model is archived by the Center for Educator Compensation Reform, which is supported by the US Department of Education]

Teachers qualifying for a bonus under any of the four components listed above may elect among four payment options. They may elect 1) A cash bonus; 2) A cash bonus that is income tax deferred into the 401(k), a 403(b), or the 457 plan; 3) An allotment at their school for classroom supplies reimbursement; 4) An allotment at their school for license renewal staff development reimbursement. Teachers must make a separate election for each bonus received, on election forms that will be sent out approximately a month and a half before each bonus payment date. Teachers may elect to split a single bonus payment between options 1) and 2), but may not split a single bonus payment if they elect options 3) or 4).

http://cecr.ed.gov/initiatives/maps/pdfs/CECR_NC_Winston-Salem.pdf

NC Collaborative Project

The North Carolina legislature has approved up to $2,000 for teachers in Caswell, Greene, Mitchell, Warren, and Washington Counties who demonstrate goals-based success with their students. All elementary and middle school teachers are eligible, regardless of subject area.

High school teachers also may request a stipend in support of their pursuit of National Board certification. The bonus is provided on a sliding scale based on a teacher's progress in each of four categories (listed below; up to $500 per category). The four compensation categories, which are evenly weighted, include:

1. Professional Development – Based on the number of days attended within calendar year (Aug-Aug).

2. Student Performance – Based on demonstrated growth in test scores over the year at the classroom level, as well as changes in the proportion of proficient students in a classroom.

3. Parent and Community Contact – Based on the number of hours spent directly with parents or community, which is documented at the school level and requires principal validation.

4. Principal Assessment – A teacher can earn $400 for being rated at standard, or $500 for being rated above standard.

In addition, the program includes extensive professional development offerings, as well as pay incentives ($150/day, for up to 11 days) for attending such offerings. There is a one-time signing bonus (up to $5,000) for math and science teachers, with a priority placed on high school STEM teachers (if no high school in the system needs math and science teachers, then an LEA is able to use the money for elementary and middle level recruitment).

http://www.ncforum.org/initiatives/collaborativeproject.aspx

Introduction to SAS EVAAS Value-Added Methodology

Overview

SAS EVAAS value added analyses measure the influence of schooling entities on the academic progress of students at three levels (district, building and classroom). Although statistically robust, all SAS EVAAS[1] analyses are built upon the simple concept of following each student over time, thus utilizing all available scores from each student's informational array to lessen the measurement imprecision of a student's a single score. Inclusion in EVAAS modeling requires that assessment scales meet three criteria:

1. A high correlation with curricular objectives
2. The capacity to effectively measure the academic performance of students across the entire achievement spectrum; that is, the performance of students at lower achievement levels as well as the performance of state's highest achieving students
3. Provide reliable measures year to year for a grade and subject

Although conceptually simple, the statistical rigor necessary to provide precise and reliable information requires that several non-trivial analytical problems be addressed when analyzing longitudinal student data:

- How to accommodate fractured student records and missing data. Simpler approaches introduce major biases by either eliminating the data for students with missing scores or by using overly simplistic imputation procedures.
- How to exploit all of the longitudinal data for each student when all of the historical data are not on the same scale.
- How to provide educational policy makers flexibility in the use of historical data when testing regimes have changed over time.

The section below provides a brief description of the EVAAS value-added modeling. It provides reliable information for policy makers to be used in accountability decisions and offers hugely important diagnostic benefits for practitioners. Additionally, this modeling assures the flexibility required if policymakers consider changes to existing state testing practices or adding new state tests.

EVAAS Value-Added Methodology

EVAAS value-added models use multivariate, longitudinal data structures to provide precise and reliable measures of the influence of educational entities on the academic progress of populations of students. Whether used diagnostically or used as an augmentation of accountability, value-added models offer policy makers a reliable metric to assess the effectiveness of districts, schools, and teachers. In value-added modeling, "all kids count and it is important to make appropriate academic progress with students at all achievement levels." The EVAAS statistical methodology is outlined in detail in Chapter 13, "The Tennessee Value-Added Assessment System," in *Grading Teachers, Grading Schools* (1997).[2] EVAAS value-added modeling would provide educators with estimates of the influence of the district, schools and teachers on the academic gain of their students.

Unlike more simplistic value-added attempts, the robustness of EVAAS modeling allows the measurement of educational influences *without adjustments* for student demographic variables. By relying on the rigor of the analyses to level the playing field for educators, policy makers set similar

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[1] SAS®, SAS/EVAAS® and EVAAS® are registered trademarks of SAS Institute, Inc.

[2] Sanders, William L., Arnold M. Saxton, Sandra P. Horn (1997). The Tennessee Value-Added Assessment System. In *Grading Teachers, Grading Schools,* edited by Jason Millman, 137-162. Thousand Oaks: Corwin Press. Refer to http://www.sas.com/govedu/edu/sanderssaxtonhorn.pdf.

progress expectations for students of similar entering achievement. The inherent benefit for students is that it should not matter which school they attend. Students with similar previous achievement should expect to receive comparable opportunities to make academic progress. In more simplistic analyses, students are often disadvantaged because demographic adjustments are likely to mask disproportionate assignments of beginning teachers, etc. Likewise, there are consequences for highly effective teachers and schools serving disadvantaged populations in simplistic analyses; with adjustments for race and poverty as a part of the analyses, it becomes increasingly impossible for these highly effective educators to profile at their true effectiveness level. Their effectiveness is "adjusted out" of the analyses under the misguided assumption that *few if any* educators in poor or minority schools are truly effective. Thus, the rigor of EVAAS value-added models protects student opportunity while more fairly assessing the effectiveness of educators.

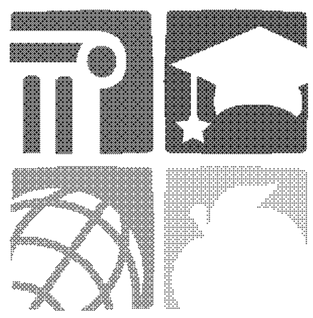
There are numerous advantages to the EVAAS value-added modeling, some of which are listed below:

- It minimizes the influence of measurement error by using up to five years of data for an individual student. Analyzing all subjects simultaneously increases the precision of the estimates.
- By including all students in the analyses, even those with a sporadic testing history, it provides the most realistic estimate of achievement available for a district or school.
- Because the influence of measurement error is minimized, there is no need to adjust the estimates for socio-economic factors.
- It allows educators to benefit from all tests, even when tests are on differing scales.

North Carolina

TEACHER

EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Rubric for Evaluating North Carolina Teachers (Required)

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Start Time: _____ End Time: _____

Standard I: Teachers demonstrate leadership

Observation	**a. Teachers lead in their classrooms.** Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Understands how they contribute to students graduating from high school. ❑ Uses data to understand the skills and abilities of students.	. . . and ❑ Takes responsibility for the progress of students to ensure that they graduate from high school. ❑ Provides evidence of data driven instruction throughout all classroom activities. ❑ Establishes a safe and orderly classroom.	. . . and ❑ Communicates to students the vision of being prepared for life in the 21st century. ❑ Evaluates student progress using a variety of assessment data. ❑ Creates a classroom culture that empowers students to collaborate.	. . . and ❑ Encourages students to take responsibility for their own learning. ❑ Uses classroom assessment data to inform program planning. ❑ Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	❑ Attends professional learning community meetings. ❑ Displays awareness of the goals of the school improvement plan.	. . . and ❑ Participates in professional learning community. ❑ Participates in developing and/or implementing the school improvement plan.	. . . and ❑ Assumes a leadership role in professional learning community. ❑ Collaborates with school personnel on school improvement activities.	. . . and ❑ Collaborates with colleagues to improve the quality of learning in the school. ❑ Assumes a leadership role in implementing school improvement plan throughout the building.	

Observation					
	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
	❑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: ❑ improvement of the profession through professional growth. ❑ establishment of positive working relationships ❑ school's decision-making processes as required.	. . . and ❑ Promotes positive working relationships through professional growth activities and collaboration.	. . . and ❑ Seeks opportunities to lead professional growth activities and decision-making processes.	
	d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
	❑ Knows about the policies and practices affecting student learning.	. . . and ❑ Supports positive change in policies and practices affecting student learning.	. . . and ❑ Participates in developing policies and practices to improve student learning.	. . . and ❑ Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
	e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998. (www.ncptsc.org)				
	❑ Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.	

Comments

Examples of Artifacts:

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in The Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records

Standard II: Teachers establish a respectful environment for a diverse population of students

Observation	**a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.** Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Appreciates and understands the need to establish nurturing relationships.	. . . and ❑ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	. . . and ❑ Maintains a positive and nurturing learning environment.	. . . and ❑ Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	❑ Acknowledges that diverse cultures impact the world.	. . . and ❑ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	. . . and ❑ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	. . . and ❑ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	❑ Demonstrates awareness of the diversity of students in the classroom.	❑ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	❑ Consistently incorporates different points of view in instruction.	❑ Capitalizes on diversity as an asset in the classroom.	
	c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	❑ Holds high expectations of students.	. . . and ❑ Communicates high expectations for all students.	. . . and ❑ Encourages and values contributions of students, regardless of background or ability.	. . . and ❑ Helps students hold high expectations for themselves and their peers.	

Observation	**d. Teachers adapt their teaching for the benefit of students with special needs.** Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
		. . . and	. . . and	. . . and	
✓	❑ Recognizes that students have a variety of learning needs.	❑ Collaborates with specialists who can support the special learning needs of students.	❑ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	❑ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓	❑ Is knowledgeable of effective practices for students with special needs.	❑ Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	❑ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	❑ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
	e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.				
		. . . and	. . . and	. . . and	
	❑ Responds to family and community concerns.	❑ Communicates and collaborates with the home and community for the benefit of students.	❑ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	❑ Promotes trust and understanding throughout the school community.	

Comments

Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperation with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communications with parents/ community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons

Standard III: Teachers know the content they teach

Observation	**a. Teachers align their instruction with the *North Carolina Standard Course of Study*.** In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates an awareness of the ***North Carolina Standard Course of Study*** and references it in the preparation of lesson plans.	❑ Understands the *North Carolina Standard Course of Study*, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	❑ Develops and applies strategies based on the *North Carolina Standard Course of Study* and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	❑ Assists colleagues in applying such strategies in their classrooms.	
✓	❑ ***Elementary:*** Begins to integrate literacy instruction in selected lessons.	❑ *Elementary:* Integrates effective literacy instruction throughout the curriculum.	❑ *Elementary:* Evaluates and reflects upon the effectiveness of literacy instruction.	❑ ***Elementary:*** Makes necessary changes to instructional practice to improve student learning.	
✓	❑ *Secondary:* Recognizes the importance of integrating literacy strategies within the content areas.	❑ ***Secondary:*** Incorporates a wide variety of literacy skills within content areas to enhance learning.	❑ ***Secondary:*** Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	❑ *Secondary:* Makes necessary changes to instructional practice to improve student learning.	
	b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	❑ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	❑ Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	❑ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Observation	**c. Teachers recognize the interconnectedness of content areas/disciplines.** Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Understand the links between grade/subject and the *North Carolina Standard Course of Study*.	. . . and ❑ demonstrates knowledge of links between grade/ subject and the North Carolina Standard Course of Study.	. . . and ❑ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study*. Relates content to other disciplines.	. . . and ❑ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓	❑ Displays global awareness.	❑ Promotes global awareness and its relevance to the subjects.	❑ Integrates global awareness activities throughout lesson plans and classroom instructional practices.	❑ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
	d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
✓	❑ Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.	. . . and ❑ Identifies relationships between the core content and 21st century content.	. . . and ❑ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.	. . . and ❑ Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.	

Comments

Examples of Artifacts:

- Display of creative student work
- Use of NC Standard Course of Study
- Lesson plans
- Content standards

Standard IV: Teachers facilitate learning for their students

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
✓	❑ Understands developmental levels of students and recognizes the need to differentiate instruction.	. . . and ❑ Understands developmental levels of students and appropriately differentiates instruction.	. . . and ❑ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	. . . and ❑ Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		❑ Assesses resources needed to address strengths and weakness of students.	❑ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	❑ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	
	b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
✓	❑ Recognizes data sources important to planning instruction.	. . . and ❑ Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	. . . and ❑ Monitors student performance and responds to individual learning needs in order to engage students in learning.	. . . and ❑ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
	c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
✓	❑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	. . . and ❑ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	. . . and ❑ Ensures the success of all students through the selection and utilization of appropriate methods and materials.	. . . and ❑ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	

Observation	**d. Teachers integrate and utilize technology in their instruction.** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Assesses effective types of technology to use for instruction.	. . . and ❑ Demonstrates knowledge of how to utilize technology in instruction.	. . . and ❑ Integrates technology with instruction to maximize student learning.	. . . and ❑ Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
	e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
✓	❑ Understands the importance of developing students' critical-thinking and problem solving skills.	. . . and ❑ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: ❑ think creatively and critically, ❑ develop and test innovative ideas, ❑ synthesize knowledge, ❑ draw conclusions, ❑ exercise and communicate sound reasoning, ❑ understand connections, ❑ make complex choices, and ❑ frame, analyze and solve problems.	. . . and ❑ Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
	f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				
✓	❑ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and ❑ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and ❑ Encourages students to create and manage learning teams.	. . . and ❑ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	**g. Teachers communicate effectively.** Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
		. . . and	. . . and	. . .	
✓	❑ Demonstrates the ability to effectively communicate with students.	❑ Uses a variety of methods for communication with all students.	❑ Creates a variety of methods to communicate with all students.	❑ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓	❑ Provides opportunities for students to articulate thoughts and ideas	❑ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	❑ Establishes classroom practices, which encourage all students to develop effective communication skills.	❑ Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	
	h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.				
		. . . and	. . . and	. . . and	
✓	❑ Uses indicators to monitor and evaluate student progress.	❑ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	❑ Uses the information gained from the assessment activities to improve teaching practice and student learning.	❑ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓	❑ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	❑ Provides evidence that students attain 21st century knowledge, skills and dispositions.	❑ Provides opportunities for students to assess themselves and others.	❑ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

Comments

Examples of Artifacts:

- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning

Standard V: Teachers reflect on their practice

Observation					
	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
	❑ Recognizes the need to improve student learning in the classroom.	. . . and ❑ Provides ideas about what can be done to improve student learning in their classroom.	. . . and ❑ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and ❑ Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	❑ Understands the importance of professional development.	. . . and ❑ Participates in professional development aligned with professional goals.	. . . and ❑ Participates in professional development activities aligned with goals and student needs.	. . . and ❑ Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	❑ Is knowledgeable of current research-based approaches to teaching and learning.	. . . and ❑ Considers and uses a variety of research-based approaches to improve teaching and learning.	. . . and ❑ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and ❑ Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts:

- Lesson plans
- Formative assessments
- Student work
- Professional growth plan
- Completion of professional development
- Participation in professional learning community
- Formative and summative assessment data

Rubric for Evaluating North Carolina Teachers
Signature Page

_____ _____

Teacher Signature Date

_____ _____

Principal/Evaluator Signature Date

Comments Attached: ____Yes ____No

_____ _____

Principal/Evaluator Signature (Signature indicates question above regarding comments has been addressed). Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Scoring the Rubric

The principal or evaluator should score each element within a standard. For example, Standard I: Teachers demonstrate leadership has five elements: Teachers lead in their classroom; Teachers demonstrate leadership in school; Teachers lead in the teaching profession; Teachers advocate for schools and students; and Teachers demonstrate high ethical standards. The rater will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the teacher during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked. As illustrated in the example that follows, the teacher would be rated as Developing on "Teachers lead in their classrooms" even though at least one descriptor for Proficient, Accomplished, and Distinguished was marked. This is because Developing is the lowest rating for which all descriptors were marked. Likewise, the teacher also would be rated as Proficient on "Teachers demonstrate leadership in the school" and on each of the remaining elements. This is likely to result in an overall rating of Proficient for Standard I.

When a teacher is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the teacher to develop a goal to address the area(s) where proficiency has not been reached.

Example of Marking the Summary Rating Sheet

Summary Rating Sheet for Teachers	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom.	X				
B. Leads in the school.		X			
C. Leads the teaching profession.		X			
D. Advocates for the school and students.		X			
E. Demonstrates high ethical standards.		X			
Overall Rating for Standard I		X			
Standard II: Teachers establish a respectful environment for a diverse population.					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible.		X			
B. Embraces diversity in the school community and in the world.				X	
C. Treats students as individuals.		X			
D. Adapts teaching for the benefit of students with special needs.		X			
E. Works collaboratively with families and significant adults in the lives of their students.				X	
Overall Rating for Standard II		X			
Standard III: Teachers know the content they teach.					
A. Aligns instruction with the North Carolina Standard Course of Study.		X			
B. Knows the content appropriate to the teaching specialty.		X			
C. Recognizes the interconnectedness of content areas/disciplines.		X			
D. Makes instruction relevant to students.				X	
Overall Rating for Standard III		X			
Standard IV: Teachers facilitate learning for the students.					
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.	X				
B. Plans instruction appropriate for students.	X				
C. Uses a variety of instructional methods.		X			
D. Integrates and utilizes technology in instruction.		X			
E. Helps students develop critical-thinking and problem-solving skills.		X			
F. Helps students work in teams and develop leadership qualities.		X			
G. Communicates effectively.	X				
H. Uses a variety of methods to assess what each student has learned.		X			
Overall Rating for Standard IV		X			
Standard V: Teachers reflect on their own practice.					
A. Analyzes student learning.				X	
B. Links professional growth to professional goals.		X			
C. Functions effectively in a complex, dynamic environment.		X			
Overall Rating for Standard V		X			

Comments:

✓ Teacher demonstrates a willingness to collaborate and participates in the staff development efforts to improve instruction to meet the individual needs of students.

✓ Teacher's classroom is a safe (physically and emotionally) environment for all students.

Recommended actions for improvement:

✓ Seek opportunities to be more involved in the committees designed to improve the school environment.

Evidence or documentation that supports rating:

___Unit plans and/or lesson plans

___School improvement team membership

___ _____

___ _____

___ _____

Record of Teacher Evaluation Activities (Required)

Teacher Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Background (Briefly describe the teacher's educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation):

The North Carolina Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4 (if required)			
Post-Observation Conference #4 (if required)			
Summary Evaluation Conference			
Individual Growth Plan Completed			

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the teacher's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

_____ _____

_____ _____

_____ _____

Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed after each observation and as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____

Date: _____

School: _____

District: _____

Evaluator: _____

Title: _____

Standard I: Teachers demonstrate leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in the classroom.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
Overall rating for Standard I					

Standard II: Teachers establish a respectful environment for a diverse population of students	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C . Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
Overall rating for Standard II					

Standard III: Teachers know the content they teach	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers align their instruction with the North Carolina Standard Course of Study.					
B. Teachers know the content appropriate to their teaching specialty.					
C. Teachers recognize the interconnectedness of content areas/disciplines.					
D. Teachers make instruction relevant to students.					
Overall rating for Standard III					

Standard IV: Teachers facilitate learning for their students	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the *North Carolina Standards Course of Study*.					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical-thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
Overall rating for Standard IV					

Standard V: Teachers reflect on their practice	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
Overall rating for Standard V					

_____ _____

Teacher Signature Date

_____ _____

Principal/Evaluator Signature Date

Comments Attached: ____Yes ____No

_____ _____

Principal/Evaluator Signature (Signature indicates question above regarding comments has been addressed). Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Progress Toward Achieving Goals (Optional)

Name: _____ District: _____

School: _____ School Year: _____

Evaluator: _____ Title _____

The evaluator determines whether the teacher is making acceptable progress toward goal(s) attainment within each standard. Mark this category as **(P) – progressing** or **(NP) – not progressing.**

Goal	P	NP	NA*
Standard I: Teachers Demonstrate Leadership			
Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students			
Standard III: Teachers Know the Content They Teach			
Standard IV: Teachers Facilitate Learning for Their Students			
Standard V: Teachers Reflect on Their Practice			

Goal:

Revised Plan/Comment:

Goal:

Revised Plan/Comment

Goal:

Revised Plan/Comment

Teacher Signature_____ Date _____

Evaluator Signature _____ Date _____

Teacher Summary Rating Form (Required)

This form is to be jointly reviewed by the teacher and evaluator or designee during the summary Evaluation Conference conducted at the end of the year.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

_____ Probationary Teacher _____ Career Status Teacher (Please check one)

Standard I: Teachers Demonstrate Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in their classrooms.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
Overall rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Lesson Plans

___ School Improvement Planning

___ Teacher Working Conditions

___ Surveys

___ Journals

___ Service on Committees

___ Professional Learning Communities

___ National Board Certification

___ Student Handbooks

___ Relevant Data

___ Membership in Professional Organizations

___ Discipline Records

___ Student Work

___ Class Rules and Procedures

___ Formal and Informal Mentoring

_____

_____

_____

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C. Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
Overall rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Student Profiles

___ Documentation of Referral Data and Use of IEPs

___ Student Surveys

___ Communications with Parents/Community

___ Cooperate with ESL Teachers

___ Professional Development on Cultural Attitudes and Awareness

___ Lessons that Integrate International Content

___ Use of Technology to incorporate cultural awareness into Lessons

_____

_____

_____

Standard III: Teachers Know the Content They Teach

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers align their instruction with the North Carolina Standard Course of Study.					
B. Teachers know the content appropriate to their teaching specialty.					
C. Teachers recognize the interconnectedness of content areas/disciplines.					
D. Teachers make instruction relevant to students.					
Overall rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Display of Creative Student Work

___ Use of Standard Course of Study

___ Lesson Plans

___ Content Standards

_____

_____

_____

Standard IV: Teachers Facilitate Learning for Their Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers plan instruction appropriate for their students.					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Lesson Plans

___ Documentation of Differentiated Instruction

___ Display of Technology Used

___ Materials Used to Promote Critical Thinking and Problem Solving

___ Professional Development

___ Collaborative Lesson Planning

___ Use of student learning teams

_____

_____

_____

Standard V: Teachers Reflect on Their Practice

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
Overall rating for Standard V					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Lesson Plans

___ Completion of Professional Development

___ Formative Assessments

___ Participation in Professional Learning Community

___ Student Work

___ Formative and Summative Assessment Data

___ Professional Growth Plan

_____

_____

_____

_____ _____

Teacher Signature Date

_____ _____

Principal/Evaluator Signature Date

Comments Attached: ____Yes ____No

_____ _____

Principal/Evaluator Signature (Signature indicates question above regarding comments has been addressed). Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

McREL

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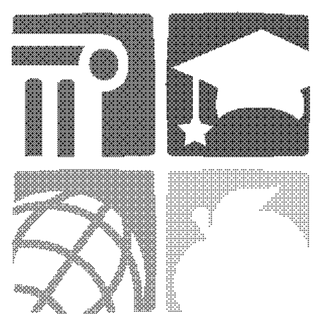
North Carolina School Executive:

PRINCIPAL

EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Rubric for Evaluating North Carolina Principals/Self-Assessment Form (Required)

This form **must** be completed by the principal as a part of the self-assessment process and by the superintendent or designee in preparation for the summary evaluation conference.

Standard 1: Strategic Leadership

Principals will create conditions that result in strategically re-imaging the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

a. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
❑ Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	. . . and ❑ Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff ❑ Maintains a focus on the vision and strategic goals throughout the school year	. . . and ❑ Creates with stakeholders a vision for the school that captures peoples' attention and imagination ❑ Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals	. . . and ❑ Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school ❑ Initiates changes to vision and goals based on data to improve performance, school culture and school success	

b. Leading Change: The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.

❑ Identifies changes necessary for the improvement of student learning	. . . and ❑ Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	. . . and ❑ Adapts/varies leadership style according to the changing needs of the school and community ❑ Is comfortable with major changes in implementing processes and accomplishing tasks ❑ Routinely and systematically communicates the impacts of change processes to all stakeholders	. . . and ❑ Is a driving force behind major initiatives that help students acquire 21st century skills ❑ Systematically challenges the status quo by leading change with potentially beneficial outcomes	

c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
❑ Understands statutory requirements regarding the School Improvement Plan	. . . and ❑ Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives ❑ Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan	. . . . . and ❑ Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education ❑ Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives	. . . and ❑ Incorporates principles of continuous improvement and creative 21st century concepts for improvement into the School Improvement Plan	
d. Distributive Leadership: The principal creates and utilizes processes to distribute leadership and decision making throughout the school.				
❑ Seeks input from a variety of stakeholder groups, including teachers and parents/ guardians ❑ Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school	. . . and ❑ Involves parents/ guardians, the community, and staff members in decisions about school governance, curriculum and instruction. ❑ Provides leadership development activities for staff members	. . . and ❑ Ensures that parents/ guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process ❑ Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	. . . and ❑ Encourages staff members to accept leadership responsibilities outside of the school building ❑ Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers	

Suggested Artifacts for Standard 1:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Evidence of School Improvement Team
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
- Evidence of shared decision making and distributed leadership

Standard 2: Instructional Leadership

Principals set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
	. . . and	. . . and	. . . and	
❑ Collects and analyzes student assessment data in adherence with instructional and legal requirements ❑ Provides students access to a variety of 21st century instructional tools, including technology	❑ Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning ❑ Organizes targeted opportunities for teachers to learn how to teach their subjects well ❑ Ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems	❑ Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning ❑ Creates a culture that it is the responsibility of all staff to make sure that all students are successful	❑ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community ❑ Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students	
b. Focus on Instructional Time: The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.				
	. . . and	. . . and	. . . and	
❑ Understands the need for teachers to have daily planning time and duty-free lunch periods ❑ Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations	❑ Adheres to legal requirements for planning and instructional time ❑ Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher ❑ Designs scheduling processes and protocols that maximize staff input and address diverse student learning needs	❑ Ensures that teachers have the legally required amount of daily planning and lunch periods ❑ Routinely and conscientiously implements processes to protect instructional time from interruptions	❑ Structures the school schedule to enable all teachers to have individual and team collaborative planning time ❑ Systematically monitors the effect of the master schedule on collaborative planning and student achievement ❑ Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time	

Suggested Artifacts for Standard 2:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Student drop-out data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students
- Evidence of team development and evaluation of classroom lessons
- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher

Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
❑ Understands characteristics of a collaborative work environment within the school ❑ Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school.	❑ Designs elements of a collaborative and positive work environment within the school ❑ Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies ❑ Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment	❑ Utilizes a collaborative work environment predicated on site-based management and decision making, a sense of community, and cooperation within the school ❑ Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration ❑ Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources	❑ Establishes a collaborative work environment which promotes cohesion and cooperation among staff ❑ Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills	

b. School Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the school.

	. . . and	. . . and	. . . and	
❑ Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity	❑ Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity	❑ Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students	❑ Ensures that the school's identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school	

c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
❑ Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	. . . and ❑ Uses established criteria for performance as the primary basis for reward and advancement	. . . and ❑ Systematically recognizes individuals for reward and advancement based on established criteria ❑ Recognizes individual and collective contributions toward attainment of strategic goals	. . . and ❑ Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school ❑ Utilizes recognition of failure as an opportunity to improve	
d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.				
❑ Understands the importance of building a sense of efficacy and empowerment among staff ❑ Understands the importance of developing a sense of well-being among staff, students and parents/guardians	. . . and ❑ Identifies strategies for building a sense of efficacy and empowerment among staff ❑ Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	. . . and ❑ Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff ❑ Actively models and promotes a sense of well-being among staff, students and parents/guardians	. . . and ❑ Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes ❑ Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

Suggested Artifacts for Standard 3:

- School Improvement Plan
- School Improvement Team
- NC Teacher Working Conditions Survey
- Evidence of shared decision making and distributed leadership
- Recognition criteria and structure utilized
- Documented use of School Improvement Team in decision making
- Student achievement and testing data
- Existence and work of professional learning communities
- Teacher retention data

Standard 4: Human Resource Leadership

Principals will ensure that the school is a professional learning community. Principals will ensure that process and systems are in place which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

a. Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
	. . . and	. . . and	. . . and	
❑ Understands the importance of developing effective professional learning communities and results-oriented professional development ❑ Understands the importance of continued personal learning and professional development	❑ Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development ❑ Routinely participates in professional development focused on improving instructional programs and practices	❑ Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning	❑ Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members	
b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.				
	. . . and	. . . and	. . . and	
❑ Understands the school's need to recruit, hire, appropriately place, and mentor new staff members	At the school level, creates and implements processes for: ❑ Recruiting new teachers and staff ❑ Hiring new teachers and staff ❑ Placing new teachers and staff ❑ Mentoring new teachers and staff	❑ Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support	❑ Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population ❑ Ensures that professional development is available for staff members with potential to serve as mentors and coaches	

c. Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
❑ Adheres to legal requirements for teacher and staff evaluation	. . . and ❑ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice ❑ Implements district and state evaluation policies in a fair and equitable manner	. . . and ❑ Utilizes multiple assessments to evaluate teachers and other staff members ❑ Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice	. . . and ❑ Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school	

Suggested Artifacts for Standard 4:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Teacher retention data
- National Board Certification
- Teacher professional growth plans
- Master school schedule documenting individual and collaborative planning for every teacher
- Number of National Board Certified Teachers
- Number of teachers pursuing advanced degrees
- Record of professional development provided staff
- Impact of professional development on student learning
- Mentor records and beginning teacher feedback

Standard 5: Managerial Leadership

Principals will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

a. School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
	. . . and	. . . and	. . . and	
❑ Is knowledgeable of school budget and accounting procedures ❑ Utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities	❑ Incorporates the input of the School Improvement Team in budget and resource decisions ❑ Uses feedback and data to assess the success of funding and program decisions	❑ Designs transparent systems to equitably manage human and financial resources	❑ Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs	
b. Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.				
	. . . and	. . . and	. . . and	
❑ Demonstrates awareness of potential problems and/or areas of conflict within the school	❑ Creates processes to resolve problems and/ or areas of conflict within the school	❑ Resolves school-based problems/conflicts in a fair, democratic way ❑ Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues ❑ Discusses with staff and implements solutions to address potentially discordant issues	❑ Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected ❑ Resolves conflicts to ensure the best interest of students and the school result	
c. Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.				
	. . . and	. . . and	. . . and	
❑ Understands the importance of open, effective communication in the operation of the school	❑ Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community ❑ Routinely involves the school improvement team in school wide communications processes	❑ Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community ❑ Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community	❑ Ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals	

d. School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
❑ Understands the importance of clear expectations, structures, rules and procedures for students and staff ❑ Understands district and state policy and law related to student conduct, etc.	. . . and ❑ Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team ❑ Effectively implements district rules and procedures	. . . and ❑ Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff	. . . and ❑ Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues ❑ Regularly reviews the need for changes to expectations, structures, rules and expectations	

Suggested Artifacts for Standard 5:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- School financial information
- School safety and behavioral expectations
- Master school schedule documenting individual and collaborative planning for every teacher
- Evidence of formal and informal systems of communication
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus

Standard 6: External Development Leadership

A principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as "stockholders" in the school such that continued investment of resources and good will are not left to chance.

a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
❑ Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school ❑ Identifies the positive, culturally-responsive traditions of the school and community	. . . and ❑ Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school	. . . and ❑ Implements processes that empower parents/ guardians and all community stakeholders to make significant decisions	. . . and ❑ Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda	
b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.				
❑ Is knowledgeable of applicable federal, state and district mandates ❑ Is aware of district goals and initiatives directed at improving student achievement	. . . and ❑ Designs protocols and processes to comply with federal, state and district mandates ❑ Implements district initiatives directed at improving student achievement	. . . and ❑ Ensures compliance with federal, state and district mandates ❑ Continually assesses the progress of district initiatives and reports results to district-level decision makers.	. . . and ❑ Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ❑ Actively participates in the development of district goals and initiatives directed at improving student achievement	

Suggested Artifacts for Standard 6:

- Parent involvement in School Improvement Team
- NC Teacher Working Conditions Survey
- PTSA/Booster club operation and participation
- Parent survey results
- Evidence of business partners and projects involving business partners
- Plan for shaping the school's image throughout the community
- Evidence of community support
- Number and use of school volunteers

Standard 7: Micro-political Leadership

Principals will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school's vision for success. The principal will also creatively employ an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision making.

School Executive Micro-political Leadership: The principal develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
❑ Maintains high visibility and is easily accessible throughout the school	. . . and ❑ Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	. . . and ❑ Builds systems and relationships that utilize the staff's diversity, ideological differences and expertise to realize the school's goals	. . . and ❑ Creatively employs an awareness of staff's professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making	

Suggested Artifacts for Standard 7:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision making and distributed leadership

Scoring the Rubric

The Rubric for Evaluating North Carolina Principals is to be scored for each element within a standard. For example, Standard 1: Strategic Leadership has four elements: a) School Vision, Mission and Strategic Goals; b) Leading Change; c) School Improvement Plan; and d) Distributive Leadership. The rater will score each of the elements separately, and the individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the principal during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors, then the "Not Demonstrated" column is used. In such a case, the rater must write a comment about why the principal was not able to demonstrate proficiency on the element.

The rating for each element is the lowest rating for which all descriptors are marked. As illustrated in the example that follows, the principal would be rated as "Proficient" on School Vision, Mission and Strategic Goals even though at least one descriptor for "Accomplished" and "Distinguished" was marked. This is because "Proficient" is the lowest rating for which all descriptors were marked. Likewise, the principal would be rated as "Proficient" on Leading Change, "Developing" on School Improvement Plan, and "Developing" on Distributive Leadership. This would result in an overall rating of "Proficient" for Standard 1 because of the number of marked items in the "Accomplished" and "Distinguished" columns.

When a principal is rated as "Developing" or "Not Demonstrated," the superintendent or designee should strongly encourage the principal to develop a goal to address the area(s) where proficiency has not been reached.

Principal Summary Evaluation Worksheet (Optional)

This form may be used to summarize self-assessment and evaluation ratings in preparation for the mid-year and summary evaluation conferences. It may also be used as a record of walkthrough findings.

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Standard 1: Strategic Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Vision, Mission and Strategic Goals					
B. Leading Change					
C. School Improvement Plan					
D. Distributive Leadership					
Overall Rating for Standard 1					

Standard 2: Instructional Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment					
B. Focus on Instructional Time					
Overall Rating for Standard 2					

Standard 3: Cultural Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Focus on Collaborative Work Environment					
B. School Culture and Identity					
C. Acknowledges Failures; Celebrates Accomplishments and Rewards					
D. Efficacy and Empowerment					
Overall Rating for Standard 3					

Standard 4: Human Resource Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Professional Development/Learning Communities					
B. Recruiting, Hiring, Placing and Mentoring of Staff					
C. Teacher and Staff Evaluation					
Overall Rating for Standard 4					

Standard 5: Managerial Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Resources and Budget					
B. Conflict Management and Resolution					
C. Systematic Communication					
D. School Expectations for Students and Staff					
Overall Rating for Standard 5					

Standard 6: External Development Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Parent and Community Involvement and Outreach					
B. Federal, State and District Mandates					
Overall Rating for Standard 6					

Standard 7: Micro-political Leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Executive Micro-political Leadership					
Overall Rating for Standard 7					

Principal Evaluation Process Documentation (Optional)

Name: _____ ID#: _____

School: _____ School Year: _____

Evaluator: _____ Title: _____

The *North Carolina School Executive: Principal Evaluation* is based, in part, on a formal discussion of performance and conferences conducted on the following dates:

Site Visit Dates	Conf. Dates	Principal's Signature	Evaluator's Signature

Mid-year Evaluation Conference Date: _____

Summary Evaluation Conference Date: _____

The Mid-year and Summary Evaluation Conferences are required for every North Carolina Principal. In addition, observations and other relevant sources of performance may be considered in determining the final rating for the principal.

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century. Pursuant to North Carolina Board of Education Policy, each LEA shall provide for the evaluation of all professional employees pursuant to G.S. 115C-333.

The following rating scale will be used for evaluating North Carolina school principals:

- **Developing:** Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** Principal demonstrated basic competence on standard(s) of performance.
- **Accomplished:** Principal exceeded basic competence on standard(s) for performance most of the time.
- **Distinguished:** Principal consistently and significantly exceeded basic competence on standard(s) of performance.
- **Not Demonstrated:** Principal did not demonstrate competence on or adequate progress toward achieving standard(s) of performance.

Note: If the Not Demonstrated" rating is used, the superintendent must comment about why it was used.

Goal Setting Worksheet (Optional)

Use this form to identify professional growth goals based on data gathered from artifacts and other sources.

Targeted Professional Growth Goals:

Data Source	Identified Strengths and Growth Areas	Identified Data Patterns or Trends	Corresponding Standard and Element
	Strength:		
	Growth Area:		
	Strength:		
	Growth Area:		
	Strength:		
	Growth Area:		
	Strength:		
	Growth Area:		
	Strength:		
	Growth Area:		
	Strength:		
	Growth Area:		
	Strength:		
	Growth Area:		

North Carolina School Principal: Summary Goal Form (Optional)

Name: _____ ID#: _____

School: _____ School Year: _____

INSTRUCTIONS: This goal-setting form may be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the principal's supervisor prior to the beginning work on the goals. The supervisor may suggest additional goals as appropriate. It is not necessary for the principal to have a goal for each standard.

Standard	Goal(s)	Key Activities/Strategies (What you need to accomplish the goal)	Outcomes (Measurement)	Time Line For Measuring Goal Outcome
1. Strategic Leadership				
2. Instructional Leadership				
3. Cultural Leadership				
4. Human Resource Leadership*				
5. Managerial Leadership				
6. External Development Leadership				
7. Micro-political Leadership				

* A goal for maintaining or improving the school's teacher turnover rate must be included.

Comments:

Principal Signature _____ Date _____

Supervisor Signature _____ Date _____

Mid-Year Evaluation: Progress Toward Achieving Goals (Required Meeting; Optional Form)

Name: _____ District: _____

School: _____ School Year: _____

Evaluator: _____ Title: _____

The evaluator determines whether the principal is making acceptable progress toward goal(s) attainment within each standard. Mark this category as **(P) – progressing** or **(NP) – not progressing**.

Goal	P	NP	NA*
Standard 1: Strategic Leadership			
Standard 2: Instructional Leadership			
Standard 3: Cultural Leadership			
Standard 4: Human Resource Leadership			
Standard 5: Managerial Leadership			
Standard 6: External Development Leadership			
Standard 7: Micro-political Leadership			

Goal:

Revised Plan/Comment:

Goal:

Revised Plan/Comment

Goal:

Revised Plan/Comment

Principal Signature _____ Date _____

Supervisor Signature _____ Date _____

Principal Summary Evaluation Rating Form (Required)

This form is to be jointly completed by the principal and superintendent or designee during the summary Evaluation Conference conducted at the end of the year.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

Standard 1: Strategic Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.					
B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.					
C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.					
D. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school.					
Overall Rating for Standard 1					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ School Improvement Plan.

___ NC Teacher Working Conditions Survey.

___ Evidence of School Improvement Team.

___ Student achievement and testing data.

___ Statement of school vision, mission, values, beliefs and goals.

___ Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements.

___ Evidence of shared decision making and distributed leadership.

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

Standard 2: Instructional Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.					
B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers form disruption of instructional or preparation time.					
Overall Rating for Standard 2					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ School Improvement Plan.

___ NC Teacher Working Conditions Survey.

___ Student achievement and testing data.

___ Student drop-out data.

___ Teacher retention data.

___ Documented use of formative assessment instruments to impact instruction.

___ Development and communication of goal-oriented personalized education plans for identified students.

___ Evidence of team development and evaluation of classroom lessons.

___ Use of research-based practices and strategies in classrooms.

___ Master school schedule documenting individual and collaborative planning for every teacher..

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

Standard 3: Cultural Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.					
B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.					
C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.					
D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.					
Overall Rating for Standard 3					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ School Improvement Plan.

___ School Improvement Team.

___ Documented use of School Improvement Team in decision-making.

___ NC Teacher Working Conditions Survey.

___ Student achievement and testing data.

___ Teacher retention data.

___ Existence and work of professional learning communities.

___ Recognition criteria and structure utilized.

___ Evidence of shared decision-making and distributed leadership.

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

Standard 4: Human Resources Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.					
B. Recruiting, hiring, Placing and Mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.					
C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.					
Overall Rating for Standard 4					

Note: If the school's teacher turnover rate, according to the school report card, is above the state average and/or identified as a problem in the school improvement plan, it must be addressed here along with recommendations for improvement. If the turnover is equal to or lower than the state average, the principal must set a goal to at least maintain that rate.

School's Teacher Turnover Rate during previous school year: _____

School's Teacher Turnover Rate for current school year: _____

State's Teacher Turnover Rate for current school year: _____

Teacher Turnover Rate goal for next school year: _____

Recommendations to achieve teacher turnover goal for next school year:

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ School Improvement Plan.

___ NC Teacher Working Conditions Survey

___ Student Achievement and testing data

___ Teacher retention data

___ Master school schedule documenting individual and collaborative planning for every teacher

___ Number of National Board Certified Teachers

___ Number of teachers pursuing advanced degrees, licensure, National Board certification etc.

___ Record of professional development provided staff and impact of professional development on student learning

___ Mentor records and beginning teacher feedback

___ Teacher professional growth plans

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

Standard 5: Managerial Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.					
B. Conflict management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.					
C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.					
D. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff.					
Overall Rating for Standard 5					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ School Improvement Plan.

___ NC Teacher Working Conditions Survey.

___ Master school schedule documenting individual and collaborative planning for every teacher.

___ School safety and behavioral Expectations.

___ School financial information.

___ Dissemination of clear norms and ground rules.

___ Evidence of ability to confront ideological conflict and then reach consensus.

___ Evidence of formal and informal systems of communication.

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

Standard 6: External Development Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.					
B. Federal, State and District mandates: The school executive designs protocols and processes in order to comply with federal, state and district mandates.					
Overall Rating for Standard 6					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ Parent involvement in School Improvement Team.

___ NC Teacher Working Conditions Survey.

___ PTSA/Booster club operation and participation.

___ Parent survey results.

___ Evidence of community support.

___ Number and use of school volunteers.

___ Plan for shaping the school's image throughout the community.

___ Evidence of business partners and projects involving business partners.

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

Standard 7: Micro-political Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.					
Overall Rating for Standard 7					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

___ NC Teacher Working Conditions Survey.

___ Teacher retention data.

___ Evidence of visibility and accessibility.

___ Evidence of shared decision making and distributed leadership.

___ 360 Feedback.

___ _____

___ _____

___ _____

Resources needed to complete these actions:

_____ _____

Principal Signature Date

_____ _____

Superintendent or Designee Signature Date

Comments Attached: ____Yes ____No

_____ _____

Superintendent or Designee Signature Date

Note: The principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the evaluator and may reply in writing. The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education policy for Principal Evaluation process.

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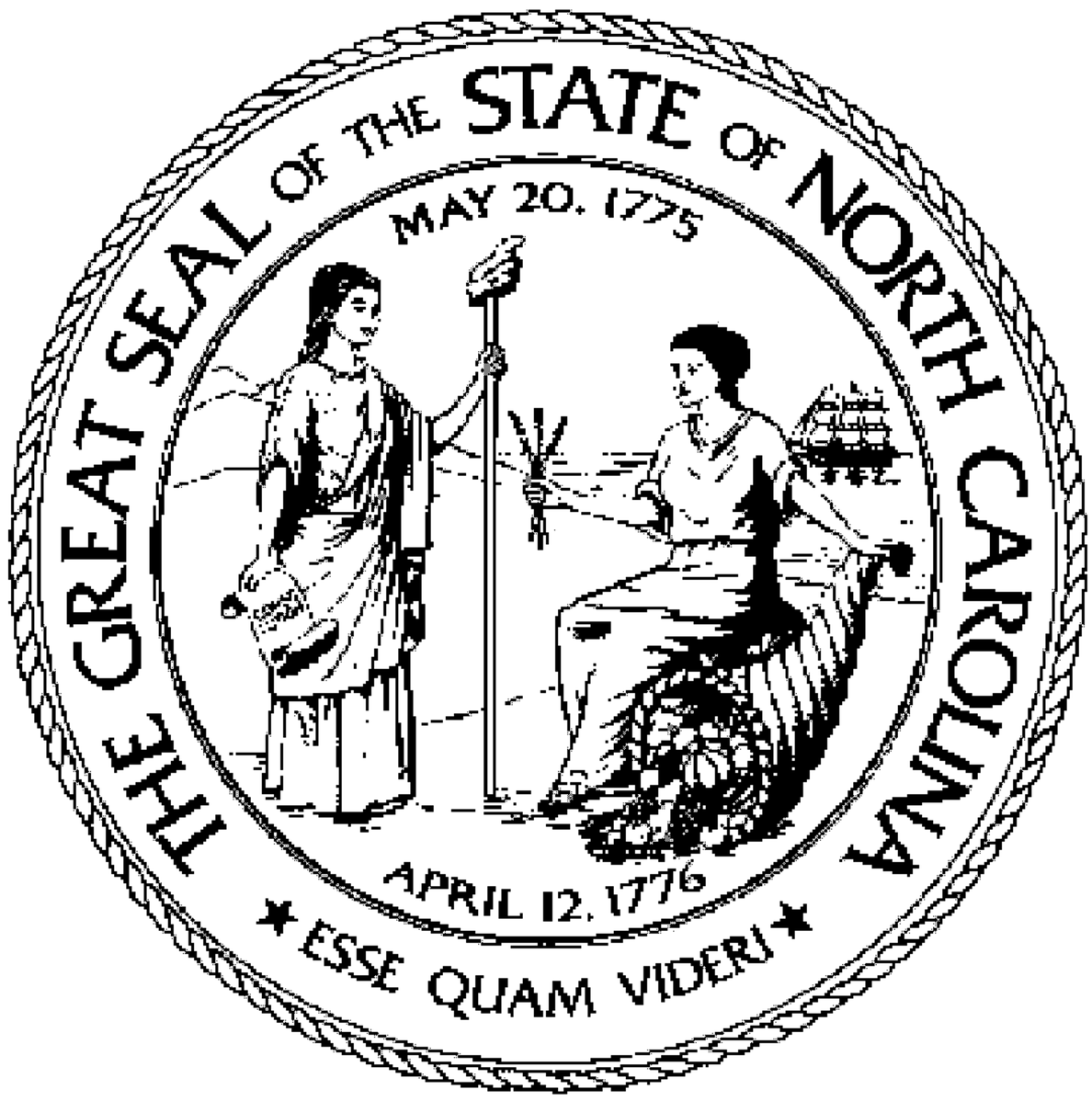
High-minority and low-minority schools, as defined by the State in its Teacher Equity Plan, *North Carolina's Equity Plan for Highly Qualified Teachers* (2009)

In the state's 2009 teacher equity plan, schools minority population status is reported by quartile. Quartile 1 is comprised of schools with the highest proportions of minority students, and Quartile 4 is comprised of schools with lowest proportions of minority students.

North Carolina's Equity Plan For Highly Qualified Teachers



September 29, 2006

North Carolina's Equity Plan
For Highly Qualified Teachers

North Carolina is committed to ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Because of the critical role of teachers in actualizing this commitment, North Carolina is also committed to ensuring that every child has competent, caring, and qualified teachers. In an effort to recruit and retain quality teachers, North Carolina has implemented many initiatives including scholarships for prospective teachers that are paid back through working in the public schools, revising licensure policies to eliminate barriers and facilitate the licensing of teachers from other states, creating accelerated alternate routes to teaching, providing a three-year induction program for new teachers, providing salary incentives for teachers who earn National Board Certification and/or master's degrees, and assessing teacher working conditions. (A summary of these initiatives can be found in Appendix A.)

The Office of the Governor and the North Carolina General Assembly are acutely aware of the state's need for quality teachers. In addition to a salary increase at the beginning of the 2005-06 school year, teachers received an additional annualized increase during the school year. The 2006-07 budget included an average salary increase of 8% for teachers, 2.5% more than other state employees received. Within the last year, the salary for beginning teachers has increased 10.5%, from $25,510 to $28,510.

Even with these efforts, North Carolina, like a number of other states, has a teacher shortage. North Carolina's need for teachers is a result of a growing student population, efforts to reduce class size, and teacher attrition. Each year, for the past decade, we have hired approximately 10,000 new teachers. Our 48 colleges and universities with approved teacher education programs produce approximately 3,300 candidates annually. Of these, approximately two-thirds begin teaching in North Carolina within a year of program completion. The remainder of new hires comes from other states or through alternative route (lateral entry) programs.

Teacher Distribution

While systems in all geographic areas of the state report difficulty recruiting and retaining teachers, there are differences between and within school systems in the need for teachers. Systems throughout the state consistently report difficulty in finding math, science, and special education teachers. This is in line with the fact that more than half (54%) of all the alternative route (lateral entry) licenses issued in North Carolina are in math, science, and special education. In addition, of the teachers not yet highly qualified, 37% are special education teachers. Analysis of the courses taught by teachers not yet highly qualified (exclusive of special education) reveals that 16% are math and 15% are science. Out-of-field teaching assignments are included in the not HQT percentages. There are systems in the state, however, that even have difficulty finding elementary teachers, and in fact, 7% of the lateral entry licenses issued are for elementary teachers. These latter systems tend to be the rural, low-wealth systems.

Based on extended discussions with personnel administrators across the state, and extensive analysis of the data we have at the state level on a variety of teacher characteristics at the school system and school levels, it is clear that North Carolina does not have a single, isolated

distribution problem. Rather, North Carolina has a multi-faceted problem of teacher shortage and teacher distribution. North Carolina needs special education, math, and science teachers. North Carolina also needs elementary teachers, and arts teachers, and middle school teachers, and English as a Second Language teachers, and second language teachers willing to teach in rural, low-wealth areas, hard-to-staff urban school areas, and high growth areas. Because we have a multi-faceted problem, we have adopted a variety of strategies (described later in this plan) to address the shortage and distribution of teachers in schools across the state.

Information on teacher experience and HQT status based on whether or not schools made AYP, whether or not schools made high growth, school performance composites, school poverty levels, and school minority populations is reflected in the following tables. Because our 2005-06 AYP data will not be available until later this fall, performance data from the 2004-05 school year school year was utilized.

Comparison of Teacher HQT Status and Experience
Based on AYP Status and High Growth Status

Teachers	School Made AYP	School Did Not Make AYP	School Made High Growth	School Did Not Make High Growth
% HQT	90%	86%	89%	88%
% with 0-3 Years Experience	22%	25%	21%	24%
% with 4-10 Years Experience	27%	27%	27%	27%
% with 10+ Years of Experience	51%	48%	51%	49%

Comparison of Teacher HQT Status and Experience
Based on Performance Composite Quartiles

Teachers	Quartile 1 > 90.4%	Quartile 2 84.7 – 90.3%	Quartile 3 78.5 – 84.6%	Quartile 4 < 78.4%
% HQT	91%	89%	87%	85%
% with 0-3 Years Experience	20%	22%	25%	27%
% with 4-10 Years Experience	28%	28%	26%	25%
% with 10+ Years of Experience	51%	51%	49%	48%

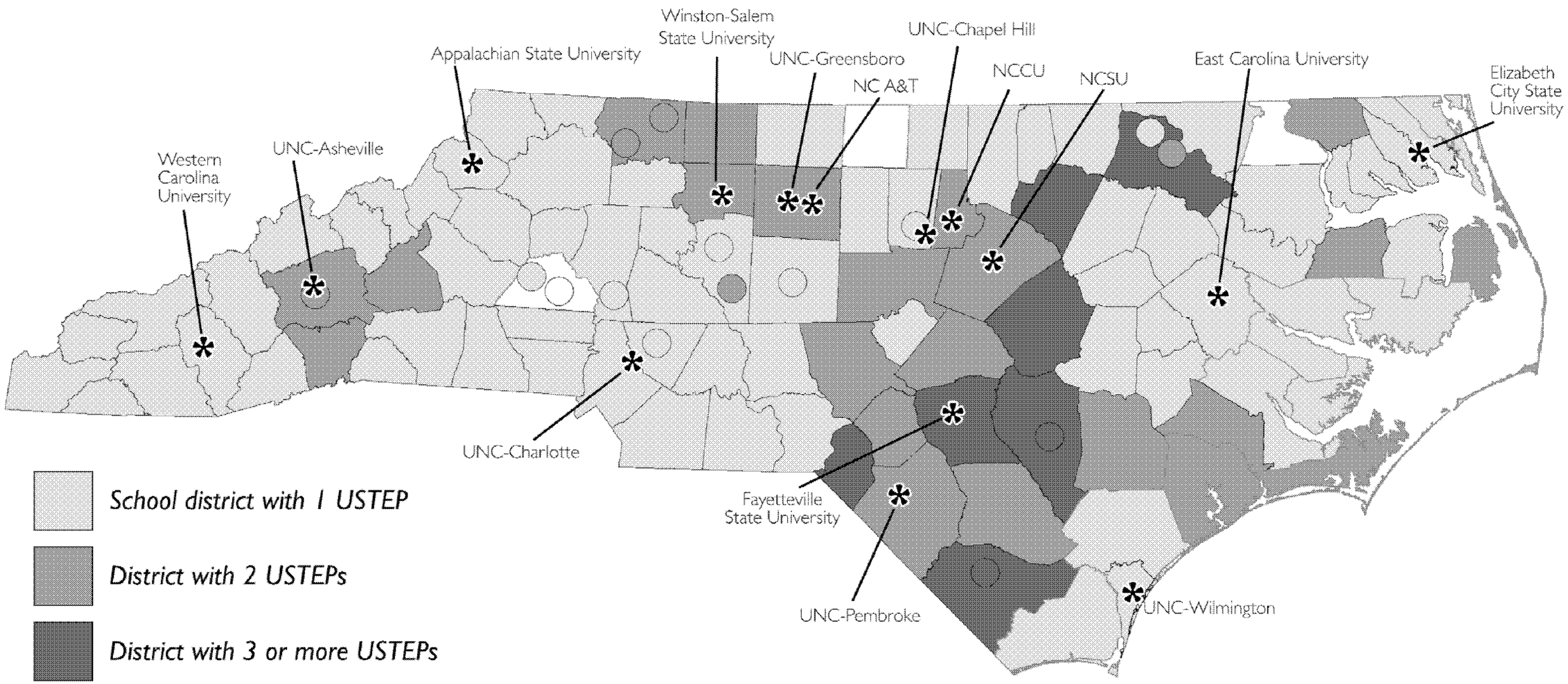
Comparison of Teacher HQT Status and Experience
Based on School Poverty Quartiles

Elementary Schools				
	Quartile 1 > 67.9%	**Quartile 2 52.3-67.8%**	**Quartile 3 36.6-52.2%**	**Quartile 4 < 36.5%**
% HQT	96%	97%	98%	97%
% of Teachers with 0-3 Years Experience	25%	25.5%	22%	22%
% of Teachers with 4-10 Years Experience	27%	28%	27%	29%
% of Teachers with 10+ Years of Experience	48%	46.5%	51%	49%
Middle Schools				
	Quartile 1 > 61.9%	**Quartile 2 48.8-61.7%**	**Quartile 3 35-48.7%**	**Quartile 4 < 35.8%**
% HQT	86%	91%	90%	90%
% of Teachers with 0-3 Years Experience	32%	26%	22%	22%
% of Teachers with 4-10 Years Experience	28%	28%	29%	31%
% of Teachers with 10+ Years of Experience	40%	46%	49%	47%
High Schools				
	Quartile 1 > 45%	**Quartile 2 33.2-44.7%**	**Quartile 3 21.8-33.1%**	**Quartile 4 < 21.6%**
% HQT	89%	90%	92%	93%
% of Teachers with 0-3 Years Experience	26%	22%	21%	22%
% of Teachers with 4-10 Years Experience	24%	23%	25%	27%
% of Teachers with 10+ Years of Experience	50%	54%	54%	51%

Comparison of Teacher HQT Status and Experience Based on School Minority Population Quartiles

Elementary Schools				
	Quartile 1 > 68%	**Quartile 2 42.5-68%**	**Quartile 3 19.6-42.4%**	**Quartile 4 < 19.56%**
% HQT	96%	97%	98%	98%
% of Teachers with 0-3 Years Experience	29%	25%	22%	20%
% of Teachers with 4-10 Years Experience	27%	28%	29%	27%
% of Teachers with 10+ Years of Experience	43%	47%	49%	52%
Middle Schools				
	Quartile 1 > 67%	**Quartile 2 45.5-66.7%**	**Quartile 3 23.4-45.4%**	**Quartile 4 < 23%**
% HQT	86%	89%	91%	91%
% of Teachers with 0-3 Years Experience	32%	26%	23%	20%
% of Teachers with 4-10 Years Experience	28%	29%	29%	29%
% of Teachers with 10+ Years of Experience	40%	45%	48%	50%
High Schools				
	Quartile 1 > 59%	**Quartile 2 39.3-58.6%**	**Quartile 3 20.3-39%**	**Quartile 4 <20%**
% HQT	91%	92%	92%	92%
% of Teachers with 0-3 Years Experience	26%	23%	22%	19%
% of Teachers with 4-10 Years Experience	24%	24%	25%	25%
% of Teachers with 10+ Years of Experience	50%	53%	53%	56%

Formal University-School Partnerships



Descriptions of the TRSI Partner Organizations

Teach for America – Teach For America (TFA) works to eliminate educational inequity by enlisting the nation's future leaders in the effort. They recruit top recent college graduates and select those who demonstrate the potential to be successful teachers and exert broader societal influence. They then place the teachers (corps members) in schools in 29 urban and rural regions across the nation provide the training and ongoing professional development they need to lead their students to significant academic gains. They also can consult on recruitment strategies, initial cohort experience, and induction experience, as well as provide experienced alumni for RTI staffing.

New Teacher Center – The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and essential research. NTC, with input from LEAs related to their specific rural needs, will tailor a program of mentoring and teacher induction for program participants. They will train the teachers who are selected as full-time mentors with summer Mentor Academies and monthly Mentor Forums, building a community of practice that will be sustained after the grant. The NTC's statewide survey of NC teacher working conditions will be used as a basis for leadership development and support for principals in the LEAs.

NC Center for the Advancement of Teaching – The North Carolina Center for the Advancement of Teaching is a professional development center providing dynamic study and advanced learning opportunities for North Carolina teachers. NCCAT's instructional programs increase teacher quality, effectiveness, and innovation in the classroom, while inspiring teachers to provide a world-class education for the students of North Carolina.

NC New Schools Project – The NC New Schools Project (NCNSP), a non-profit organization, was created by the Office of the Governor and the NC Education Cabinet, with support from the Gates Foundation, to develop models for redesigned and new high schools and to support their successful implementation. NCNSP has developed 105 small, innovative high schools in 64 of the state's 115 LEAs, enrolling more than 21,000 students in the 2009-10 school year. These schools are largely located in the state's most economically depressed areas, and they serve high percentages of minority, low-income, and "first generation college" populations. Twenty-one of these schools are located in the 16 districts classified by the state as lowest-achieving.

EXECUTIVE SUMMARY

Title: **Revised Mentor Standards and Training**

Type of Executive Summary:

☐ Consent ☐ Action ☐ Action on First Reading ☒ Discussion ☐ Information

Policy Implications:

- ☐ Constitution _____
- ☐ General Statute #_____
- ☐ SBE Policy #_____
- ☐ SBE Policy Amendment
- ☐ SBE Policy (New)
- ☐ APA #_____
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other 2007 and 2008 Budget Bills

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Eric Hirsch (Special Projects Director, New Teacher Center)

Description:
Both the 2007 and 2008 budget bills contained special provisions regarding

- the appropriate use of mentor funds;
- plans, both local and state, that should guide the expenditures of mentor funds; and
- the need for adequate mentor training.

During the 2008-2009 academic year, the State Board authorized a task force to address new program standards, the establishment of a network of mentor programs, a new training program for mentors, and a review of the current NC SBE policies on Beginning Teacher Support.

Attached for review is the first set of recommendations from the Task Force for the State Board to consider.

Resources:

Input Process:
Task Force meetings and input from Professional Teaching Standards Commission

Stakeholders:
LEAs and beginning teachers

Timeline For Action:
Implementation in 2010-2011

Recommendations:
It is recommended that the State Board of Education discuss the proposed mentoring and education program standards for adoption at the September SBE meeting.

Audiovisual equipment requested for the presentation:

- ☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
  Specify: _____
- ☐ Audio Requirements (computer or other, except for PA system which is provided)
  Specify: _____

North Carolina Mentoring and Induction Program

North Carolina Mentor Task Force

The Mentor Task Force, after meeting in fall 2008, was charged by the State Board in January 2009 to create recommendations for consideration by the Board in four areas. With the generous support of the Duke Endowment through a grant to the New Teacher Center, the Task Force met on May 27, 2009, and June 24, 2009, to produce the first of four recommendations:

1. **Create new program standards for consideration by the Board that:**

   - Create program standards around identified induction purpose areas and design elements such as mentor selection, training, ongoing support, time, optimal working conditions, professional growth, etc.

   - Align mentor program design, expectations and outcomes with the state's Professional Teaching Standards and the Teacher Evaluation System rubric for growth

   - Develop a rubric, innovation configuration or other means to articulate clearly the different levels of intensity of support in each program standard area—from a developing program to a distinguished induction program—allowing districts to better place themselves and consider ways to improve programs

2. **Establish a network of mentor programs.** With a set of program standards that is based not only on meeting minimal requirements, but aspiring toward excellence, a way to assist districts in their efforts to provide the highest quality induction must be considered. Induction program directors, with the organizational support of the Department of Public Instruction, are in the best position to provide their colleagues with guidance, support, feedback and improvement strategies. These peer review networks can provide districts with contextualized support and feedback as they improve, and the state a means of ensuring minimal expectations are met.

3. **Develop and provide training to mentors.** The Department of Public Instruction will develop a training program for all North Carolina mentors. The training will include in-depth analysis of the North Carolina Professional Teaching Standards and the matching evaluation instrument. It will also include instruction in literacy, language development, strategies for working with diverse student populations, and the needs of English language learners. Mentors will also receive training in coaching and observational skills, giving feedback, equity pedagogy, group facilitation skills, and the development and management of Professional Learning Communities.

4. **Review and update the current North Carolina State Board of Education policies on the Beginning Teacher Support Program.** In June of 2007, the North Carolina State Board of Education adopted the North Carolina Professional Teaching Standards. These standards are the basis for teacher preparation, teacher evaluation, and professional development and as such form the foundation for mentor support programs. The current State Board of Education policies on Beginning Teacher Support Programs do not currently reflect these new standards. The mentor taskforce proposes to review and update (as necessary) current North Carolina State Board of Education policies to ensure alignment with the new North Carolina Professional Teaching Standards.

Other recommendations will be worked on by the Task Force in Summer/Fall 2009 for submission to the State Board in January/February 2010.

Vision for Mentoring and Induction

The North Carolina Professional Teaching Standards establish a powerful vision for the roles of teachers in their classrooms and schools in the 21st Century. The standards challenge teachers to:

- Pursue leadership opportunities in their school, district and community
- Make the content they teach engaging, relevant and meaningful to students' lives
- Teach existing core content that is revised to foster the abilities of students to think critically, problem solve and use information technology responsibly
- Nurture classroom environments that help students discover how to learn, innovate, collaborate and communicate their ideas
- Incorporate global awareness, civic literacy, financial literacy and health awareness in the core content areas
- Utilize interdisciplinary instructional approaches and relationships with home and community in the learning process
- Reflect on their practice and craft assessments that are authentic and structured and place an emphasis on the demonstration of knowledge
- Develop the value of lifelong learning and the joy of encouraging their students to learn and grow

The attainment of this vision is challenging for all educators and is particularly daunting for the newest teachers in the profession. Close to twenty-five per cent - over 22,000 - of North Carolina's teachers are in their first three years in the profession. Of these beginning teachers, twenty-six percent - approximately 6,000 - are starting their teaching careers prior to earning a Standard Professional I license. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in distinguished ways, choose to remain in the profession and become future master teachers, teacher leaders and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the 115 school districts in the state.

Section E
Appendices 35-41

132 Lowest Achieving Schools:

LEASCH CODE	LEA NAME	SCHOOL NAME	GRADE SPAN	CATEGORY	PERFORMANCE COMPOSITE 2008-09	PERFORMANCE COMPOSITE 2007-08	PERFORMANCE COMPOSITE 2006-07	GRADUATION RATE 2008-09 4-YR	GRADUATION RATE 2007-08 4-YR	GRADUATION RATE 2006-07 4-YR
010303	Alamance-Burlington	Alamance-Burlington Middle Col	9-12	H	34.8	37.4	23.8	72.0	62.5	67.7
010326	Alamance-Burlington	Eastlawn Elementary	PK-5	E	45.1	41.3	57.5			
010357	Alamance-Burlington	Haw River Elementary	PK-5	E	44.6	35.3	50			
040306	Anson	Anson High School	9-12	H	36.6	38.8	39.5	65.6	71.1	67.2
040309	Anson	Anson Middle	7-8	M	46.7	47.6	57.8			
040324	Anson	Morven Elementary	PK-6	E	38.3	32.2	48.6			
080312	Bertie	Bertie High	9-12	H	41.7	46	41.8	67.9	61.0	73.3
600308	Charlotte-Mecklenburg	Allenbrook Elementary	K-5	E	41.4	41.2	50			
600311	Charlotte-Mecklenburg	Ashley Park Elementary	K-5	E	41.3	32.8	54.6			
600335	Charlotte-Mecklenburg	Billingsville Elem	K-5	E	44.7	35.5	50.8			
600489	Charlotte-Mecklenburg	Bruns Avenue Elementary	K-5	E	43.4	31.6	51.7			
600341	Charlotte-Mecklenburg	Cochrane Middle	6-8	M	49.5	37.3	50			
600374	Charlotte-Mecklenburg	Druid Hills Elementary	K-5	E	45.3	33.3	52.5			
600376	Charlotte-Mecklenburg	E E Waddell High	9-12	H	58.9	57.3	48.2	58.7	63.3	57.0
600692	Charlotte-Mecklenburg	Garinger-Business & Finance	9-11	H	46.5	37.9				
600691	Charlotte-Mecklenburg	Garinger-Leadership & Pub Serv	9-11	H	39	33.2		0.0		
600410	Charlotte-Mecklenburg	Hickory Grove Elementary	K-5	E	49.4	39.6	56.2			
600581	Charlotte-Mecklenburg	John T Williams Middle	6-8	M	40	35.8	46.5			
600448	Charlotte-Mecklenburg	Martin Luther King, Jr Middle	6-8	M	49.9	38.4	51.8			
600517	Charlotte-Mecklenburg	Reid Park Elementary	K-5	E	37.6	27.9	53.6			
600541	Charlotte-Mecklenburg	Spaugh Middle	6-8	M	30.3	22.6	39.4			
600546	Charlotte-Mecklenburg	Statesville Road Elementary	K-5	E	49.9	54.5	65.9			
600553	Charlotte-Mecklenburg	Thomasboro Elementary	K-5	E	39.8	30.2	45.9			
600574	Charlotte-Mecklenburg	Walter G Byers Elementary	K-5	E	41.6	26.6	50			
600576	Charlotte-Mecklenburg	West Charlotte High	9-12	H	68.3	61	46.1	54.5	59.8	63.7
600579	Charlotte-	West Mecklenburg High	9-12	H	71.3	58.3	52.2	55.9	58.8	62.6

	Mecklenburg									
600577	Charlotte-Mecklenburg	Westerly Hills Elementary	K-5	E	45.9	37.8	52.7			
240330	Columbus	Chadbourn Middle	5-8	M	47.2	41.3	57.2			
260326	Cumberland	Elizabeth M Cashwell Elem	PK-5	E	46.8	42.9	61.5			
260374	Cumberland	Fuller Performance Learning Ce	9-12	H	50	35.3		95.2	100.0	
260316	Cumberland	Lillian Black Elementary	K-5	E	41.5	40.3	53.5			
260455	Cumberland	Westover High	9-12	H	42.6	45.2	42.3	72.7	75.3	70.5
260404	Cumberland	William H Owen Elementary	PK-5	E	42	40.4	51.6			
310396	Duplin	Warsaw Middle	6-8	M	47.5	48.6	52.1			
320308	Durham	Burton Elementary	K-5	E	49.6	35.8	52.4			
320374	Durham	C C Spaulding Elementary	PK-5	E	42.7	29.8	52.1			
320314	Durham	Chewning Middle	6-8	M	40.6	34	50.5			
320322	Durham	Durham's Performance Learning	9-12	H	32.9	35.6		55.0	29.4	
320310	Durham	Eastway Elementary	K-5	E	44.7	33.6	62.6			
320344	Durham	Fayetteville Street Elementary	K-5	E	40.2	26.4	58.2			
320320	Durham	Glenn Elementary	PK-5	E	43.6	35.7	53.1			
320325	Durham	Hillside High	9-12	H	45	40.2	40.9	52.4	62.5	68.2
320339	Durham	Lakewood Elementary	K-5	E	49.8	47.7	65.6			
320346	Durham	Lowe's Grove Middle	6-8	M	42.7	35.5	58.9			
320352	Durham	Merrick-Moore Elementary	K-5	E	44.9	45.5	58.8			
320355	Durham	Neal Middle	6-8	M	44.1	30.9	44.8			
320356	Durham	Northern High	9-12	H	49	46.2	47.5	74.6	71.7	71.8
320368	Durham	Southern High	9-12	H	32.5	32.3	39.9	63.1	61.5	58.8
320700	Durham	Southern School of Engineering	9-10	H	50	55.3				
320400	Durham	Y E Smith Elementary	PK-5	E	48.5	27.2	50.2			
330324	Edgecombe	C B Martin Middle	7-8	M	47.4	50	63.5			
330312	Edgecombe	Coker-Wimberly Elementary	PK-5	E	37.2	41.5	62.2			
330326	Edgecombe	Edgecombe Early College High	9-12	H	75.6	72.1	55.3	57.1	46.7	46.2
330334	Edgecombe	Princeville Montessori	PK-5	E	48.1	45.8	63.2			
340330	Forsyth	Carver High	9-12	H	41	34.7	36.7	72.3	67.9	73.2
340351	Forsyth	Cook Elementary	PK-5	E	39.8	27.6	41.9			
340368	Forsyth	Easton Elementary	PK-5	E	46.4	39.5	53.6			
340376	Forsyth	Forest Park Elementary	PK-5	E	39.4	26.7	35.5			
340396	Forsyth	Hill Middle	6-8	M	48.8	37.7	45.2			
340703	Forsyth	Jacket Academy at Carver High	10-11	H	27	21.7				
340447	Forsyth	Middle Fork Elementary	K-5	E	43.8	33.6	52.9			
340490	Forsyth	Petree Elementary	PK-5	E	30.3	31.4	50.1			
340492	Forsyth	Philo Middle	6-8	M	37.8	30	50			
340700	Forsyth	Sch Computer Technology Atkins	9-12	H	44.4	38.6	33.2	55.3	70.6	*
340701	Forsyth	Sch of Biotechnology Atkins Hi	9-12	H	38.4	32.5	33.1	65.5	66.7	*
340702	Forsyth	Sch Pre-Engineering Atkins Hig	9-12	H	41.3	35.6	28.5	60.3	74.3	*

340568	Forsyth	Winston-Salem Preparatory Acad	6-12	H	45.4	38.1	45.4	91.5	95.7	*
360392	Gaston	Edward D Sadler, Jr Elementary	PK-5	E	46.1	37.3	52.2			
360438	Gaston	Lingerfeldt Elementary	PK-5	E	47.2	39.1	53.3			
360484	Gaston	Rhyne Elementary	PK-5	E	35.8	29.4	38.3			
360520	Gaston	Woodhill Elementary	PK-5	E	44.3	38.9	54.5			
410544	Guilford	Ben L Smith High	9-12	H	42.1	39.7	35.5	73.3	72.1	63.9
410355	Guilford	Dudley High	9-12	H	44.8	51.3	44.5	78.2	74.9	83.7
410358	Guilford	Eastern Guilford High	9-12	H	48.4	54.7	54.9	75.3	75.7	73.3
410364	Guilford	Fairview Elementary	PK-5	E	40.9	45.1	54.2			
410385	Guilford	Gillespie Park Elementary	PK-5	E	45	35.3	53.6			
410373	Guilford	Julius I Foust Elementary	PK-5	E	46.2	42	57.4			
410469	Guilford	Montlieu Avenue Elementary	PK-5	E	40.2	32.3	60.7			
410499	Guilford	Oak Hill Elementary	PK-5	E	29.7	24.9	58.4			
410402	Guilford	Otis L Hairston Sr Middle	6-8	M	45.1	37.7	56.5			
410511	Guilford	Parkview Village Elementary	PK-5	E	37.9	40.1	51.2			
410319	Guilford	T Wingate Andrews High	9-12	H	47.8	44.3	47.4	66.8	75.9	80.5
410403	Guilford	W M Hampton Elementary	PK-5	E	41.3	31.5	47.3			
410598	Guilford	Wiley Accel/Enrichment	PK-5	E	39.3	38.5	50			
420304	Halifax	Aurelian Springs Elementary	PK-5	E	44.3	40	50			
420316	Halifax	Dawson Elementary	PK-5	E	32.8	32.1	50			
420324	Halifax	Enfield Middle	6-8	M	35.2	32.5	52.7			
420328	Halifax	Everetts Elementary	PK-5	E	40.6	39.6	50			
420340	Halifax	Inborden Elementary	PK-5	E	31.8	33	71.2			
420346	Halifax	Northwest High	9-12	H	36.1	34.3	30.9	57.8	66.1	64.8
420358	Halifax	Southeast Halifax High	9-12	H	28.4	35.9	38.3	58.9	63.0	69.8
420376	Halifax	William R Davie Middle	6-8	M	37.5	36.5	55.5			
460340	Hertford	Student Development Center	9-12	H	17			90.0		
480307	Hyde	Mattamuskeet High	9-12	H	47.1	50	50	78.2	78.6	79.1
540330	Lenoir	Rochelle Middle	6-8	M	42.8	40.4	55.1			
540338	Lenoir	Southeast Elementary	PK-5	E	38.6	31.2	50.7			
640326	Nash-Rocky Mount	D S Johnson Elementary	K-5	E	42.9	36.7	56.3			
640354	Nash-Rocky Mount	O R Pope Elementary	K-5	E	48.8	37.8	36.4			
650384	New Hanover	Annie H Snipes Elementary	K-5	E	40.3	38.3	58.2			
650355	New Hanover	Mary Sidberry Mosley PLC	10-12	H	27.5			74.1		
650368	New Hanover	Sunset Park Elementary	K-5	E	45.5	44	65.9			
660700	Northampton	NCHS-West / STEM (Science, Tec	9-10	H	42.7	68.5				

740344	Pitt	Farmville Central High	9-12	H	55.2	52	58.2	51.4	54.7	68.0
740374	Pitt	North Pitt High	9-12	H	57.8	54.7	51.1	54.3	43.5	55.1
740388	Pitt	South Central High	9-12	H	66.1	66.6	65.7	55.1	51.3	61.4
780324	Robeson	Fairgrove Middle	4-8	M	44.6	38.8	55			
780325	Robeson	Fairmont High	9-12	H	56	60.8	58.2	59.4	47.1	62.0
780326	Robeson	Fairmont Middle	5-8	M	46.5	37	46.6			
780342	Robeson	Lumberton Senior High	9-12	H	62.7	57.9	61.7	57.9	49.6	66.7
780393	Robeson	Red Springs Middle	5-8	M	38.3	34.1	50			
780410	Robeson	Townsend Middle	5-8	M	46.8	40.1	58.6			
780417	Robeson	W H Knuckles	PK-4	E	44	43.1	55.3			
790358	Rockingham	Moss Street Elementary	K-5	E	47.8	34.4	50			
800359	Rowan-Salisbury	E Hanford Dole Elementary	PK-5	E	45.8	33.9	50			
800346	Rowan-Salisbury	Elizabeth Duncan Koontz Elemen	K-5	E	49.4	37.4	52.7			
800358	Rowan-Salisbury	H D Isenberg Elementary	K-5	E	48.7	40.6	59.7			
800363	Rowan-Salisbury	Knox Middle	6-8	M	50	43.2	56			
830703	Scotland	Scotland High School of Busine	9-12	H	47.7	37.2	42.8	78.3	82.1	86.3
292316	Thomasville City	Liberty Drive Elementary	4-5	E	47.6	33.7	50			
890304	Tyrrell	Columbia High	9-12	H	62.8	60.8	50	57.9	51.1	87.8
900306	Union	East Elementary	PK-5	E	43.5	37.9	60.8			
920701	Wake	East Wake School of Integrated	9-12	H	50	43.1	51.2	80.7	78.6	*
930344	Warren	South Warren Elementary	PK-5	E	47.4	42.1	54.6			
930352	Warren	Warren County High	9-12	H	40.8	36.9	41.9	68.0	73.3	69.2
940308	Washington	Creswell High	7-12	H	46	39.1	63.9	71.0	75.0	63.2
940314	Washington	Pines Elementary	PK-4	E	49.4	39.8	53.2			
960335	Wayne	Goldsboro High	9-12	H	52.4	52.6	42.9	44.8	47.7	50.5
422700	Weldon City	Weldon Science Technology Engi	9-10	H	46.5	82.1				
970391	Wilkes	Career & Tech Education Magnet	9-12	H	26.7	28.8		79.4	80.8	
980308	Wilson	B O Barnes Elementary	K-5	E	49.3	37	51.7			
980318	Wilson	Beddingfield High	9-12	H	67.8	57.9	50.1	57.2	53.6	49.8
980357	Wilson	Vick Elementary	PK-5	E	45.2	33.1	50			

16 Districts (Unofficially Derived Sum of School Performance Composites):

LEA	LEA CODE	PERCENT PROFICIENT
Halifax County Schools	420	37.2
Weldon City Schools	422	45.5
Washington County Schools	940	51.3
Hertford County Schools	460	52.1
Anson County Schools	040	52.2
Bertie County Schools	080	52.2
Warren County Schools	930	53.8
Greene County Schools	400	54.5
Northampton County Schools	660	54.6
Thomasville City Schools	292	55.0
Edgecombe County Public School	330	55.2
Robeson County Schools	780	57.8
Durham Public Schools	320	58.1
Richmond County Schools	770	60.7
Lexington City Schools	291	61.8
Columbus County Schools	240	63.0

A	SCHOOLS	PERF COMPOSITE	PERF COMPOSITE	PERF COMPOSITE	CHANGE OVER 3 YRS	2009 5-YR GRAD RATE	2008 5-YR GRAD RATE	2007 5-YR GRAD RATE	CHANGE OVER 3 YRS
lotte-Mecklenburg	Phillip O Berry Academy	76.3	58.6	57.4	18.9	83.4	84.9	77.8	5.6
on	North Gaston High	75.5	66.3	55.8	19.7	70.1	70.4	66.3	3.8
swick	North Brunswick High	73.8	66.9	49.3	24.5	78.1	85.1	59.7	18.4
s	Jones Senior High	72.9	64	57.8	15.1	54.3	65.2	66.0	-11.7
mond	Richmond Senior High	71.7	63.9	50.1	21.6	74.5	76.6	62.6	11.9
klin	Bunn High	71.4	64.9	57.6	13.8	73.4	70.3	63.9	9.5
lotte-Mecklenburg	West Mecklenburg High	71.3	58.3	52.2	19.1	63.3	70.3	62.5	0.8
berland	Gray's Creek High School	71.2	63.2	56.6	14.6	75.2	82.6	86.6	-11.4
uimans	Perquimans County High	70.6	71.9	57.8	12.8	72.2	73.8	71.3	0.9
ingham	Reidsville High	69.1	55.9	47.2	21.9	68.1	69.4	63.1	5
lotte-Mecklenburg	Harding University High	68.7	68.7	62.2	6.5	84.4	89.8	79.1	5.3
lotte-Mecklenburg	West Charlotte High	68.3	61	46.1	22.2	65.5	68.3	81.5	-16
klin	Franklinton High	68.3	66.4	61.4	6.9	76.6	67.1	65.3	11.3
on	Beddingfield High	67.8	57.9	50.1	17.7	57.5	57.8	54.2	3.3
ett	Overhills High School	67.5	60.9	56.3	11.2	79.3	78.4	76.7	2.6
en	East Bladen High	65.2	54.9	41.2	24	63.7	68.1	68.1	-4.4
mbus	West Columbus High	64.4	64.6	50	14.4	67	69.6	67.6	-0.6
klin	Louisburg High	64.1	62.9	52.6	11.5	72.6	71.2	58.5	14.1
uotank	Pasquotank County High	62.1	59.3	50	12.1	68.3	69.0	49.7	18.6
e	Hoke County High	62	56.5	46.4	15.6	74.1	73.0	53.6	20.5
e	Northern Vance High	61.9	56.5	47.1	14.8	61.8	67.7	51.4	10.4
son	Purnell Swett High	61.8	58.6	50	11.8	58.4	63.6	57.0	1.4
son	South Robeson High	61.8	59.6	48.1	13.7	66.2	60.8	57.0	9.2
mbus	East Columbus High	61.7	57.3	43	18.7	66.3	73.3	52.4	13.9
in	Roanoke High	61.7	57.3	48.3	13.4	79.3	52.3	72.8	6.5
berland	E E Smith High	61.2	50	49.4	11.8	67.5	65.6	62.0	5.5
ford	Middle College NC A&T	60.7	41.6	34.5	26.2	77.3	100.0	68.8	8.5
son	Red Springs High	60.6	49.4	42.4	18.2	52.5	68.4	45.1	7.4
berland	Pine Forest High	60.3	52.1	51	9.3	82.2	76.2	66.7	15.5
ngton City	Lexington Senior High	60.3	53.3	40.2	20.1	63.5	63.9	46.8	16.7
lotte-Mecklenburg	E E Waddell High	58.9	57.3	48.2	10.7	68.1	58.0	63.2	4.9
e	Southern Vance High	58	51.3	43.2	14.8	50.9	63.1	47.2	3.7
ance-Burlington	Hugh M Cummings High	57.4	54.9	43.4	14	64.6	63.0	59.6	5
lotte-Mecklenburg	Garinger High	56.6	43	50	6.6	50.3	66.3	78.5	-28.2
on	Bessemer City High	56.4	50.5	46.9	9.5	61.9	74.0	61.5	0.4

	SCHOOLS	PERF COMPOSITE	PERF COMPOSITE	PERF COMPOSITE	CHANGE OVER 3 YRS	2009 5-YR GRAD RATE	2008 5-YR GRAD RATE	2007 5-YR GRAD RATE	CHANGE OVER 3 YRS
ell	Bartlett Yancey High	55.6	54.9	48.4	7.2	72.2	75.7	66.8	5.4
ampton	Northampton High-East	55.2	50	44.2	11	76.1	72.5	61.2	14.9
erland	Douglas Byrd High	55.1	47.9	40.4	14.7	80.1	74.6	65.6	14.5
n	James Kenan High	54.8	46.6	38.5	16.3	66.3	74.5	67.5	-1.2
th	Parkland High	54.4	50.8	42.6	11.8	71.3	70.0	73.8	-2.5
n-Salisbury	North Rowan High	53.7	57.4	51.6	2.1	68.6	75.1	64.4	4.2
ord	Hertford County High	53.1	45.7	35.4	17.7	68.2	72.8	57.2	11
e	Goldsboro High	52.4	52.6	42.9	9.5	53.3	56.5	52.8	0.5
r	Kinston High	51.3	43.9	44.4	6.9	72.9	71.7	63.8	9.1
ord	Northeast Guilford High	50.1	45	43.5	6.6	79	81.6	79.3	-0.3
am	Northern Durham High	49	46.2	47.5	1.5	76.1	75.8	78.8	-2.7
ord	T Wingate Andrews High	47.8	44.3	47.4	0.4	76.7	82.7	81.0	-4.3
ington	Plymouth High	47.7	45.9	42.2	5.5	79.4	84.3	73.4	6
am	Hillside High	45	40.2	40.9	4.1	65.2	70.6	70.5	-5.3
ord	Dudley High	44.8	51.3	44.5	0.3	75.1	84.3	76.0	-0.9
erland	Westover High	42.6	45.2	42.3	0.3	76.9	74.0	62.0	14.9
ord	Ben L Smith High	42.1	39.7	35.5	6.6	73	68.4	59.6	13.4
e	Bertie High	41.7	46	41.8	-0.1	64.5	75.2	68.0	-3.5
th	Carver High	41	34.7	36.7	4.3	70.2	73.9	76.4	-6.2
en	Warren County High	40.8	36.9	41.9	-1.1	75.3	70.4	69.2	6.1
n	Anson High	36.6	38.8	39.5	-2.9	74.9	69.2	66.3	8.6
ax	Northwest Halifax High	36.1	34.3	30.9	5.2	72.9	69.1	57.1	15.8
ance-Burlington	Alamance-Burlington Middle College	34.8	37.4	23.8	11	62.5	71	0	-8.5
am	Southern High	32.5	32.3	39.9	-7.4	64.2	64.2	61.4	2.8
on City	Weldon High	30.9	42.4	42.1	-11.2	72.3	69.5	57.3	15
ax	Southeast Halifax High	28.4	35.9	38.3	-9.9	77.4	76.5	65.8	11.6
ampton	Northampton High-West	27.9	43.9	57.9	-30	71.2	72.8	66.7	4.5

03	Alamance-Burlington	Alamance-Burlington Middle Col	Transformation Partner - DPI -
60	Alamance-Burlington	Hugh M Cummings High	Transformation Partner - DPI - Local School Design
06	Anson	Anson High School	America's Choice
00	Anson	Anson New Technology School	STEM
12	Bertie	Bertie High	Transformation Partner - DPI - Local School Design
00	Bertie	Bertie STEM High	STEM - Transformation Partner - DPI - Local School Design
30	Bladen	East Bladen High	Transformation Partner - DPI - High Schools That Work
68	Bladen	West Bladen High	Transformation Partner - DPI - High Schools That Work
26	Brunswick	North Brunswick High	Transformation Partner - DPI - Local School Design
16	Caswell	Bartlett Yancey High	Transformation Partner - DPI - Local School Design
76	Charlotte-Mecklenburg	E E Waddell High	Transformation Partner - DPI - Local County Design
96	Charlotte-Mecklenburg	Garinger High	CLOSED
05	Charlotte-Mecklenburg	Harding University High	Transformation Partner - DPI - Local County Design
96	Charlotte-Mecklenburg	Phillip O Berry Academy of Tec	Transformation Partner - DPI - Local County Design
76	Charlotte-Mecklenburg	West Charlotte High	Transformation Partner - DPI - Local County Design
79	Charlotte-Mecklenburg	West Mecklenburg High	Transformation Partner - DPI - Local County Design
34	Columbus	East Columbus High	Transformation Partner - DPI - Local School Design
80	Columbus	West Columbus High	Transformation Partner - DPI - Local School Design
22	Cumberland	Douglas Byrd High	Talent Development
59	Cumberland	E E Smith High	America's Choice
57	Cumberland	Gray's Creek High School	Transformation Partner - DPI - Creating Great Classrooms
08	Cumberland	Pine Forest High	Transformation Partner - DPI - Creating Great Classrooms
55	Cumberland	Westover High	Talent Development
52	Duplin	James Kenan High	STEM - Talent Development
00	Duplin	JK School of Engineering	CLOSED
25	Durham	Hillside High	Transformation Partner - DPI - Solution Tree
01	Durham	Hillside New Tech High School	STEM
56	Durham	Northern High	Transformation Partner - DPI - Solution Tree
68	Durham	Southern High	Transformation Partner - DPI - Solution Tree
00	Durham	Southern School of Engineering	STEM
30	Forsyth	Carver High	Transformation Partner - DPI - Local School Design
03	Forsyth	Jacket Academy at Carver High	STEM
86	Forsyth	Parkland High	Transformation Partner - DPI - Local School Design
08	Franklin	Bunn High	Transformation Partner - DPI - Local County Design
21	Franklin	Franklinton High	Transformation Partner - DPI - Local County Design
36	Franklin	Louisburg High	Transformation Partner - DPI - Local County Design
36	Gaston	Bessemer City High	Transformation Partner - DPI - Local School Design
28	Gaston	Hunter Huss High	Transformation Partner - DPI - Local School Design
70	Gaston	North Gaston High	Transformation Partner - DPI - Local School Design
44	Guilford	Ben L Smith High	Talent Development
55	Guilford	Dudley High	Talent Development
07	Guilford	HP Central Auxiliary	Transformation Partner - DPI - McREL Summer in Sight

26	Guilford	Middle College High at Bennett	New Schools
83	Guilford	Middle College High at NC A&T	New Schools
84	Guilford	Northeast Guilford High	Transformation Partner - DPI - McREL Success in Sight
19	Guilford	T Wingate Andrews High	Talent Development
46	Halifax	Northwest High	America's Choice
58	Halifax	Southeast Halifax High	America's Choice
71	Harnett	Overhills High School	America's Choice
20	Hertford	Hertford County High	Talent Development
12	Hoke	Hoke County High	Transformation Partner - DPI - Local School Design
20	Jones	Jones Senior High	Transformation Partner - DPI - Local School Design
15	Lenoir	Kinston High	Transformation Partner - DPI - Local School Design
36	Lexington City	Lexington Senior High	America's Choice
44	Martin	Roanoke High	Transformation Partner - DPI - Pending Consolidation
00	Northampton	NCHS-West / STEM (Science, Tec	STEM - Restart
36	Northampton	Northampton High East	Talent Development
24	Northampton	Northampton High West	CLOSED
19	Pasquotank	Pasquotank County High	Transformation Partner - DPI - Working on the Work
16	Perquimans	Perquimans County High	Transformation Partner - DPI - IMPACT Model
48	Richmond	Richmond Senior High	Transformation Partner - DPI - Local School Design
20	Robeson	Purnell Swett High	Transformation Partner - DPI - High Schools That Work
91	Robeson	Red Springs High	Transformation Partner - DPI - High Schools That Work
02	Robeson	South Robeson High	Transformation Partner - DPI - High Schools That Work
66	Rockingham	Reidsville High	Transformation Partner - DPI - Focused Leadership Solutions
76	Rowan-Salisbury	North Rowan High	Transformation Partner - DPI - Local School Design
70	Vance	Northern Vance High	Transformation Partner - DPI - Focused Leadership Solutions
64	Vance	Southern Vance High	Transformation Partner - DPI - Focused Leadership Solutions
52	Warren	Warren County High	America's Choice
00	Warren	Warren New Tech High	STEM
16	Washington	Plymouth High	America's Choice
35	Wayne	Goldsboro High	America's Choice
00	Wayne	Wayne School of Engineering at	STEM
24	Weldon City	Weldon High	CLOSED
00	Weldon City	Weldon Science Technology Engi	STEM - Restart
18	Wilson	Beddingfield High	Transformation Partner - DPI - Local School Design

AN ACT to establish the innovative education initiatives act.

The General Assembly of North Carolina enacts:

SECTION 1. Chapter 116C of the General Statutes is amended by adding the following new section to read:

"§ 116C-4. First in America Innovative Education Initiatives Act.

(a) The General Assembly strongly endorses the Governor's goal of making North Carolina's system of education first in America by 2010. With that as the goal, the Education Cabinet shall set as a priority cooperative efforts between secondary schools and institutions of higher education so as to reduce the high school dropout rate, increase high school and college graduation rates, decrease the need for remediation in institutions of higher education, and raise certificate, associate, and bachelor degree completion rates. The Cabinet shall identify and support efforts that achieve the following purposes:

(1) Support cooperative innovative high school programs developed under Part 9 of Article 16 of Chapter 115C of the General Statutes.
(2) Improve high school completion rates and reduce high school dropout rates.
(3) Close the achievement gap.
(4) Create redesigned middle schools or high schools.
(5) Provide flexible, customized programs of learning for high school students who would benefit from accelerated, higher level coursework or early graduation.
(6) Establish high quality alternative learning programs.
(7) Establish a virtual high school.
(8) Implement other innovative education initiatives designed to advance the State's system of education.

(b) The Education Cabinet shall identify federal, State, and local funds that may be used to support these initiatives. In addition, the Cabinet is strongly encouraged to pursue private funds that could be used to support these initiatives.

(c) The Cabinet shall report by January 15, 2004, and annually thereafter, to the Joint Legislative Education Oversight Committee on its activities under this section. The annual reports may include recommendations for statutory changes needed to support cooperative innovative initiatives, including programs approved under Part 9 of Article 16 of Chapter 115C of the General Statutes."

SECTION 2. Article 16 of Chapter 115C of the General Statutes is amended by adding the following new Part to read:

"Part 9. Cooperative Innovative High School Programs.

"§ 115C-238.50. Purpose.

(a) The purpose of this Part is to authorize boards of trustees of community colleges and local boards of education to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target:

(1) High school students who are at risk of dropping out of school before attaining a high school diploma; or
(2) High school students who would benefit from accelerated academic instruction.

(b) All the cooperative innovative high school programs established under this Part shall:

(1) Prepare students adequately for future learning in the workforce or in an institution of higher education.
(2) Expand students' educational opportunities within the public school system.
(3) Be centered on the core academic standards represented by the college preparatory or tech prep program of study as defined by the State Board of Education.
(4) Encourage the cooperative or shared use of resources, personnel, and facilities between public schools and community colleges.
(5) Integrate and emphasize both academic and technical skills necessary for students to be successful in a more demanding and changing workplace.
(6) Emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success.
(7) Be held accountable for meeting measurable student achievement results.
(8) Encourage the use of different and innovative teaching methods.
(9) Establish joint institutional responsibility and accountability for support of students and their success.
(10) Effectively utilize existing funding sources for high school, community college, and vocational programs and actively pursue new funding from other sources.
(11) Develop methods for early identification of potential participating students in the middle grades and through high school.
(12) Reduce the percentage of students needing remedial courses upon their initial entry from high school into a college or university.

(c) Programs developed under this Part that target students who are at risk of dropping out of high school before attaining a high school diploma shall:
(1) Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for postsecondary education and high-skilled employment.
(2) Enable students to complete a technical or academic program in a field that is in high demand and has high wages.
(3) Set and achieve goals that significantly reduce dropout rates and raise high school and community college retention, certification, and degree completion rates.
(4) Enable students who complete these programs to pass employer exams, if applicable.

(d) Cooperative innovative high school programs that offer accelerated learning programs shall:
(1) Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school.
(2) Enable students to obtain a high school diploma in less than four years and begin or complete an associate degree program or to master a certificate or vocational program.
(3) Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced programs or employment opportunities in engineering, health sciences, or

teaching.

(e) Cooperative innovative high school programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a community college.

(f) Students are eligible to attend these programs as early as ninth grade.

"§ 115C-238.51. Application process.

(a) A local board of education and a local board of trustees of a community college shall jointly apply to establish a cooperative innovative high school program under this Part.

(b) The application shall contain at least the following information:

(1) A description of a program that implements the purposes in G.S. 115C-238.50.

(2) A statement of how the program relates to the Economic Vision Plan adopted for the economic development region in which the program is to be located.

(3) The facilities to be used by the program and the manner in which administrative services of the program are to be provided.

(4) A description of student academic and vocational achievement goals and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

(5) A description of how the program will be operated, including budgeting, curriculum, transportation, and operating procedures.

(6) The process to be followed by the program to ensure parental involvement.

(7) The process by which students will be selected for and admitted to the program.

(8) A description of the funds that will be used and a proposed budget for the program. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE) students are counted.

(9) The qualifications required for individuals employed in the program.

(10) The number of students to be served.

(11) A description of how the program's effectiveness in meeting the purposes in G.S. 115C-238.50 will be measured.

(c) The application shall be submitted to the State Board of Education and the State Board of Community Colleges by November 1 of each year. The State Board of Education and the State Board of Community Colleges shall appoint a joint advisory committee to review the applications and to recommend to the State Boards those programs that meet the requirements of this Part and that achieve the purposes set out in G.S. 115C-238.50.

(d) The State Board of Education and the State Board of Community Colleges shall approve two cooperative innovative high school programs in each of the State's economic development regions. The State Boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended. The State Boards shall approve all applications by March 15 of each year. No application shall be approved unless the State Boards find that the application meets the requirements set out in this Part and that granting the application would achieve the purposes set out in G.S. 115C-238.50. Priority shall be given to applications that are most likely to further State education policies, to address the economic development needs of the economic development regions in which they are located, and to strengthen the educational programs offered in the

local school administrative units in which they are located.

"§ 115C-238.52. Participation by other education partners.

(a) Any or all of the following education partners may participate in the development of a cooperative innovative program under this Part that is targeted to high school students who would benefit from accelerated academic instruction:

(1) A constituent institution of The University of North Carolina.
(2) A private college or university located in North Carolina.
(3) A private business or organization.
(4) The county board of commissioners in the county in which the program is located.

(b) Any or all of the education partners listed in subsection (a) of this section that participate shall:

(1) Jointly apply with the local board of education and the local board of trustees of the community college to establish a cooperative innovative program under this Part.
(2) Be identified in the application.
(3) Sign the written agreement under G.S. 115C-238.53(b).

"§ 115C-238.53. Program operation.

(a) A program approved by the State shall be accountable to the local board of education.

(b) A program approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees of the community college, State Board of Education, and State Board of Community Colleges. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the program by the State Board of Education and the State Board of Community Colleges. The agreement may be for a term of no longer than five school years.

(c) A program may be operated in a facility owned or leased by the local board of education, the local board of trustees of the community college, or the education partner, if any.

(d) A program approved under this Part shall provide instruction each school year for at least 180 days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of this Chapter.

(e) A program approved under this Part may use State, federal, and local funds allocated to the local school administrative unit, to the State Board of Community Colleges, and to the community college to implement the program. If there is an education partner and if it is a public body, the program may use State, federal, and local funds allocated to that body.

(f) Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college.

"§ 115C-238.54. Funds for programs.

(a) The Department of Public Instruction shall assign a school code for each program that is approved under this Part. All positions and other State and federal allotments that are generated for this program shall be assigned to that school code. Notwithstanding G.S. 115C-105.25, once funds are assigned to that school code, the local board of education may use these funds for the program and may transfer these funds between funding allotment categories.

(b) The local board of trustees of a community college may allocate State and federal funds for a program that is approved under this Part.

(c) An education partner under G.S. 115C-238.52 that is a public body may allocate State, federal, and local funds for a program that is approved under this Part.

(d) If not an education partner under G.S. 115C-238.52, a county board of commissioners in a county where a program is located may nevertheless appropriate funds to a program approved under this Part.

(e) The local board of education and the local board of trustees of the community college are strongly encouraged to seek funds from sources other than State, federal, and local appropriations. They are strongly encouraged to seek funds the Education Cabinet identifies or obtains under G.S. 116C-4.

"§ 115C-238.55. Evaluation of programs.

The State Board of Education and the State Board of Community Colleges shall evaluate the success of students in programs approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, postgraduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the programs. Beginning October 15, 2005, and annually thereafter, the Boards shall jointly report to the Joint Legislative Education Oversight Committee on the evaluation of these programs. If, by October 15, 2006, the Boards determine any or all of these programs have been successful, they shall jointly develop a prototype plan for similar programs that could be expanded across the State. This plan shall be included in their report to the Joint Legislative Education Oversight Committee that is due by October 15, 2007.

"§§ 115C-238.56 through 115C-238.59: Reserved for future codification purposes."

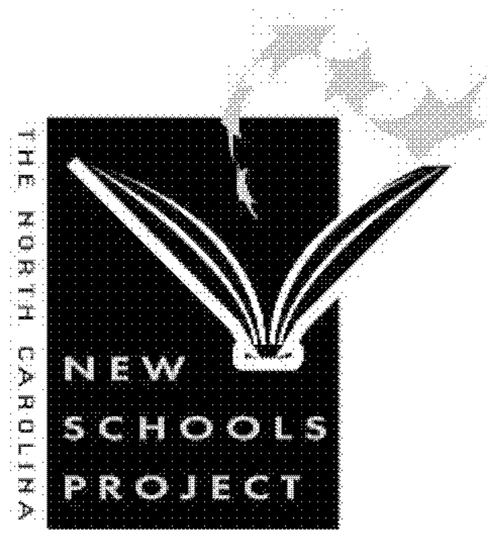
SECTION 3. Local school administrative units and the State Board of Education shall identify, strengthen, and adopt policies and procedures that encourage students to remain in high school rather than to drop out and that encourage all students to pursue a rigorous academic course of study. As part of this process, the State Board and the local school administrative units are encouraged to eliminate or revise any policies or procedures that discourage some students from completing high school or that discourage any student from pursuing a rigorous academic course of study. No later than March 1, 2004, local school administrative units shall report to the State Board of Education the policies they have identified, strengthened, adopted, and eliminated under this section. No later than April 15, 2004, the State Board shall report to the Joint Legislative Education Oversight Committee on these policies as well as on the policies the Board has identified, strengthened, adopted, and eliminated under this section.

SECTION 4. Nothing in this act shall be construed to obligate the General Assembly to make appropriations to implement this act.

SECTION 5. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 18th day of June, 2003.

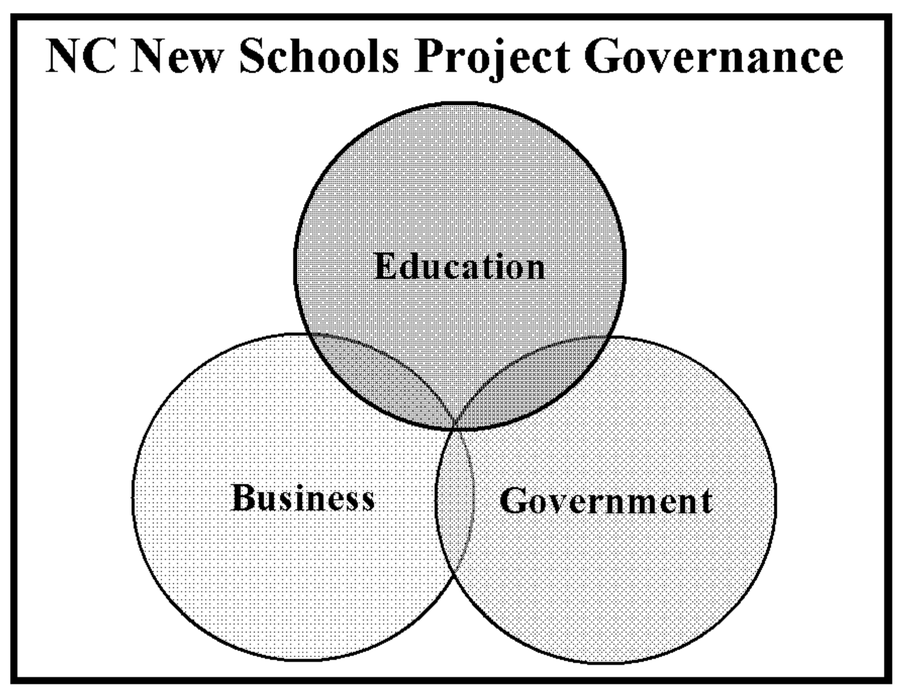
s/ Beverly E. Perdue
President of the Senate



All Students Prepared for College, Careers and Life: An Overview of the North Carolina New Schools Project

North Carolina needs to graduate significantly more students from high school who are substantially more prepared to meet the demands of higher education, work and citizenship. Devised in the last century, the traditionally structured, traditionally run high school has proven incapable of meeting this challenge in communities throughout North Carolina. **The purpose of the North Carolina New Schools Project (NCNSP) is to accelerate systemic, sustainable innovation in secondary schools across the state so that, in time, every high school in North Carolina graduates every student ready for college, careers and life in the society and economy of the 21st century.**

Established in 2003 by the Office of the Governor and the Education Cabinet and with the support of the Bill & Melinda Gates Foundation, NCNSP is an independent not-for-profit corporation governed by a Board of Directors chaired by Burley Mitchell, former chief justice of the North Carolina Supreme Court.[1] A Board of Advisors, which includes leaders from the private sector as well as prominent educational organizations in the state, assists with formalizing partnerships and strengthening collaboration.



NCNSP carries out its mission through an aggressive, three-pronged strategy of:

- Creating innovative, highly effective high schools across North Carolina
- Building a statewide consensus for significant change
- Advancing policies that promote innovation, higher standards and improved performance.

Creating innovative, highly effective high schools across North Carolina

With state and national partners, NCNSP has launched an unprecedented effort to create more than 100 new and redesigned high schools across North Carolina by 2008. These innovative high schools offer all students an academically rigorous curriculum grounded in the skills needed to

[1] Annually, the North Carolina New Schools Project reports to the State Board of Education and the Joint Legislative Education Oversight Committee on the progress of innovative high schools from across the state and on the status of its initiatives. Annual independent financial and program audits are provided as well.

succeed in college and the 21st century workplace. These high schools focus on particular fields of interest to make learning more relevant to students or are based on a college campus so that students can earn college credit. Many schools have a focus in areas that are vital to the future of the state's economy, including science, technology, engineering and mathematics. In addition, special attention is focused in the 18 northeastern NC school districts to transform schools in one of the state's most challenged regions. These innovative high schools represent a critical mass for change among North Carolina's larger pool of regular high schools and serve as models to the entire state for maximizing student achievement.

The State Board of Education, the state Department of Public Instruction, the University of North Carolina and North Carolina Community College systems, and national organizations such as Jobs for the Future, the New Tech Foundation, Asia Society, the Middle College National Consortium and others are working with NCNSP to create innovative high schools.

NCNSP's clear intent is to spark and support deep instructional change. The conditions that permit this change are created in part by purposefully and dramatically rethinking traditional high schools' organization to allow different teaching and learning. This contrasts with layering a new "program" over existing instructional practice and school organization. NCNSP engages with schools over six years – one year of planning followed by five years of implementation support. This engagement recognizes the complexity and depth of work required to transform instruction in ways that meet the demands of a global, knowledge-based economy. Since 2003, NCNSP has partnered with local school districts and educators to open 102 innovative high schools enrolling more than 15,000 students in the 2008-09 school year.

NCNSP's approach to innovation in a school has four elements – NCNSP's Design Principles, support for two types of innovative school models, the incorporation of academic themes by some schools, and an integrated system of implementation supports provided to schools.

NCNSP works with schools to implement a rigorous and far-reaching set of Design Principles that lead to student success judged by all students graduating "ready." The Design Principles are non-negotiable for any school partnering with NCNSP on innovation. NCNSP developed its Design Principles through observation of high school innovation underway in other states, experience in its first three years partnering with schools, and – most importantly – the views of principals and teachers on what is required for meaningful transformation of teaching and learning. Each Design Principle is defined by evidence and specific indicators observable in schools. The Design Principles are:

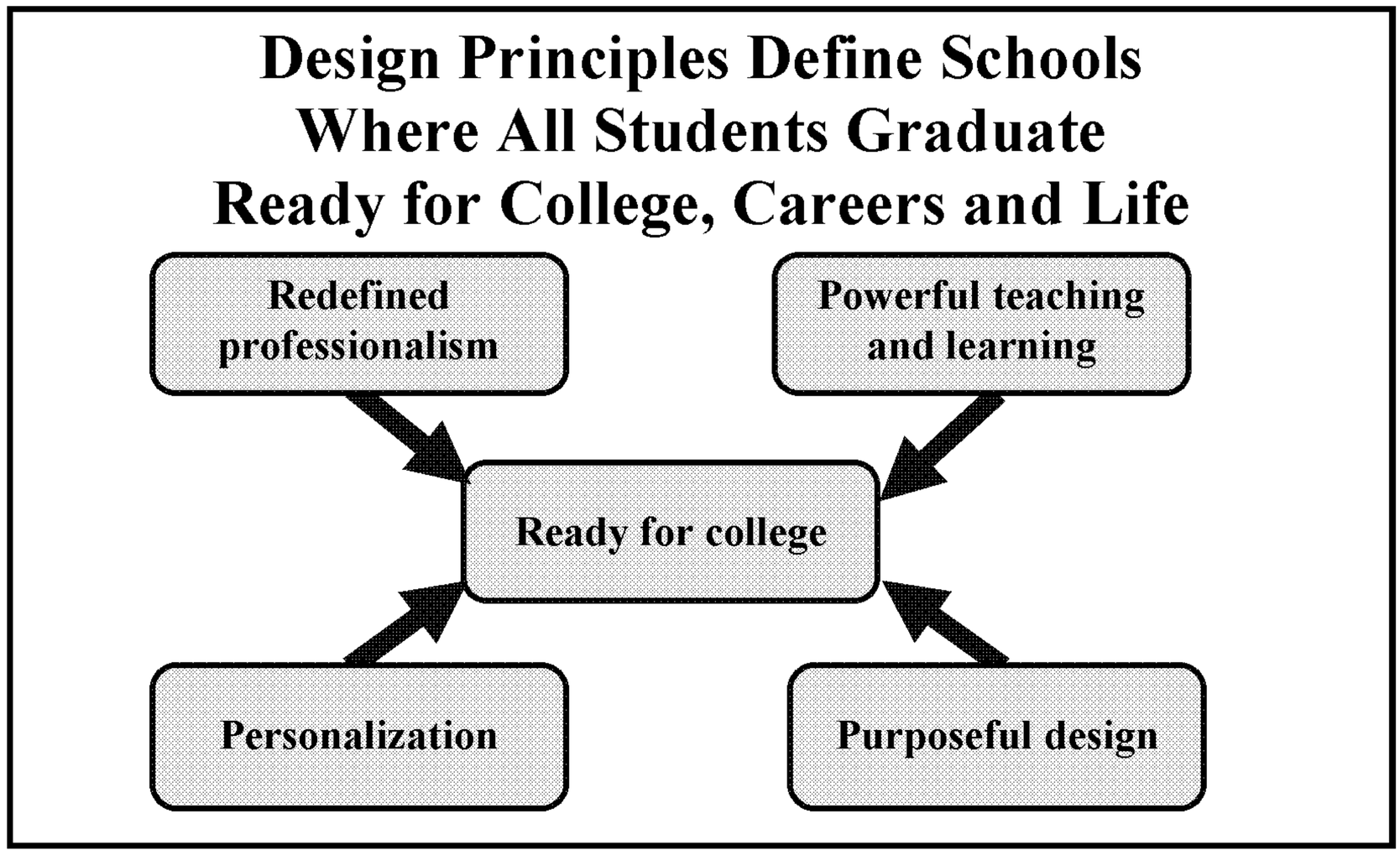
- **Ready for College:** Innovative high schools are characterized by the pervasive, transparent, and consistent understanding that the school exists for the purpose of preparing all students for college and work. They maintain a common set of high standards for every student to overcome the harmful consequences of tracking and sorting.

- **Require Powerful Teaching and Learning:** Innovative high schools are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design instruction that ensures the development of critical thinking, application, and problem solving skills often neglected in traditional settings.

- **Personalization:** Staff in innovative high schools understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure that adults leverage knowledge of students in order to improve student learning.

- **Redefine Professionalism:** The responsibility to the shared vision of the innovative high school is evident in the collaborative, creative, and leadership roles of all adult staff in the school. The staff of these schools takes responsibility for the success of every student, holds themselves accountable to their colleagues, and is reflective about their roles.

- **Purposeful Design:** Innovative high schools are designed to create the conditions that ensure the other four design principles: ready for college, powerful teaching and learning, personalization, and redefined professionalism. The organization of time, space, and the allocation of resources ensures that these best practices become common practice.



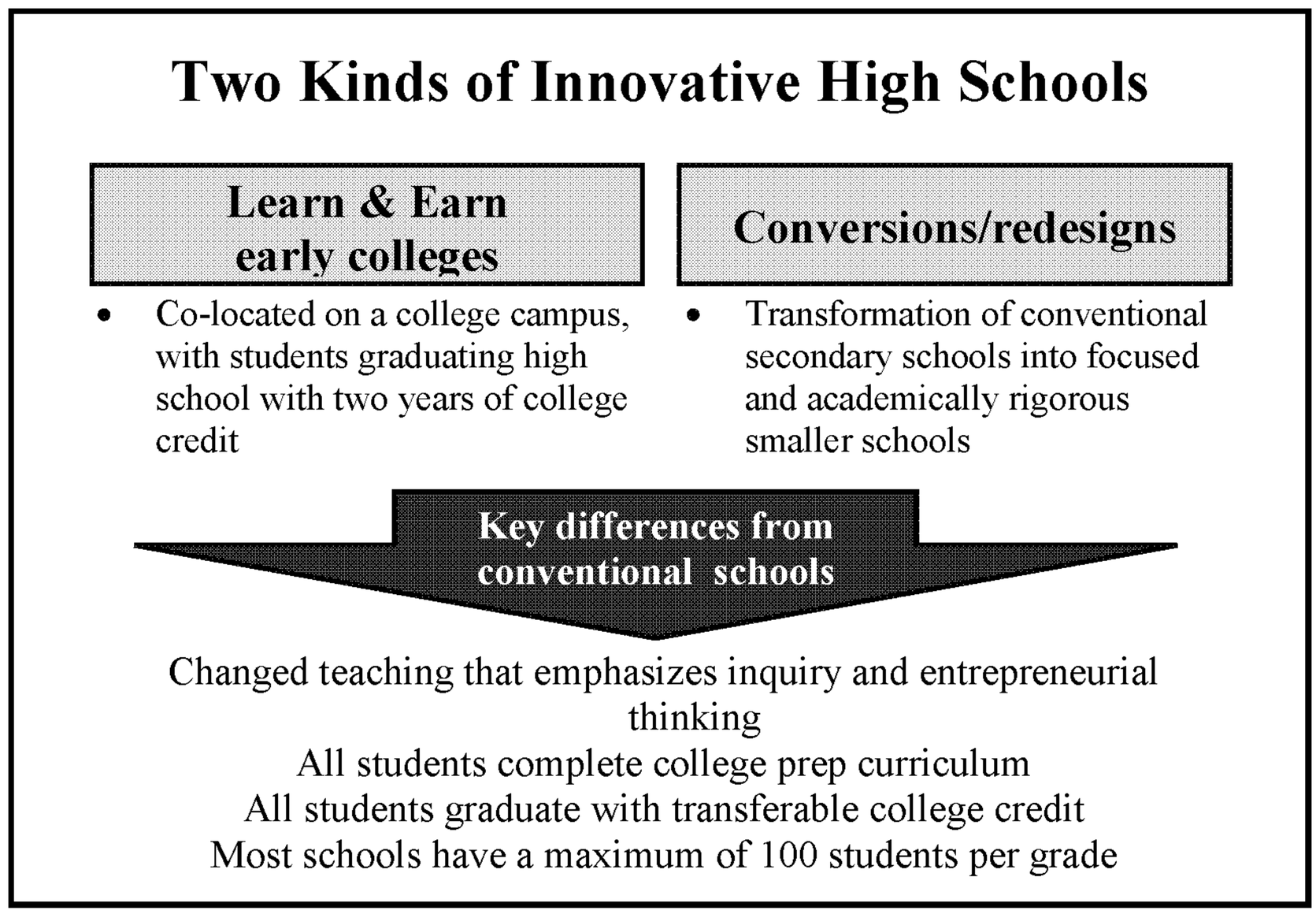
Types of Schools

NCNSP and its partners are working with local school districts and their higher education partners to create two types of schools: redesigned high schools and Learn and Earn early college high schools. As of the 2008-09 school year, 102 redesigned and Learn and Earn early college high schools are open across the state.

- **Redesigned High Schools:** NCNSP is partnering with school districts to convert conventional high schools into sets of autonomous, focused and academically rigorous innovative schools which operate on an existing campus. These new schools each adopt a curricular focus or common methodology as one strategy to enable teachers in the core courses to work together to make connections between courses and the world of work. The intent of a focus is not preparation for a specific career, but rather preparation for a lifetime of learning and workplace changes. For the 2008-09 school year, 42 redesigned high schools across 23 school districts are open for students. Among these 42 are 10 schools that were identified for "turnaround" work

by the Department of Public Instruction based on poor academic results. In addition, 25 of those 42 represent schools created to completely convert seven traditional comprehensive high schools into multiple autonomous small schools. In new and redesigned high schools, NCNSP emphasizes fields such as pre-engineering, international studies, information technology, and biotechnology which are vital to North Carolina's future.

- **Learn and Earn Early College High Schools:** Located on the campus of two- or four-year community colleges and universities, Learn and Earn early college high schools provide an academically rigorous course of study that ensures all students graduate with a high school diploma and two years of transferable college credit or an associate degree. Sixty Learn and Earn early college high schools across 53 school districts are open for the 2008-09 school year, with another 12 in their planning year. Governor Easley launched the Learn and Earn Early College High School Initiative with the goal of creating 75 such schools by 2008. Learn and Earn is jointly administered by NCNSP and the Department of Public Instruction.



Support for Innovative High Schools

NCNSP and its partners offer assistance to innovative high schools through an Integrated System of School Support Services, or IS^4. These school support services are aligned specifically with the five Design Principles and utilize an "anchor experience" for principals and lead teachers at a highly effective, innovative exemplar outside of North Carolina. IS^4 includes:

- **Teaching for Results:** Each year, teachers in innovative schools take part in a series of intensive professional development that sustains their focus on instruction, academic rigor and professional learning communities. The sessions stress differentiating instruction, teaching literacy across the curriculum, facilitating meaningful learning, and providing effective student

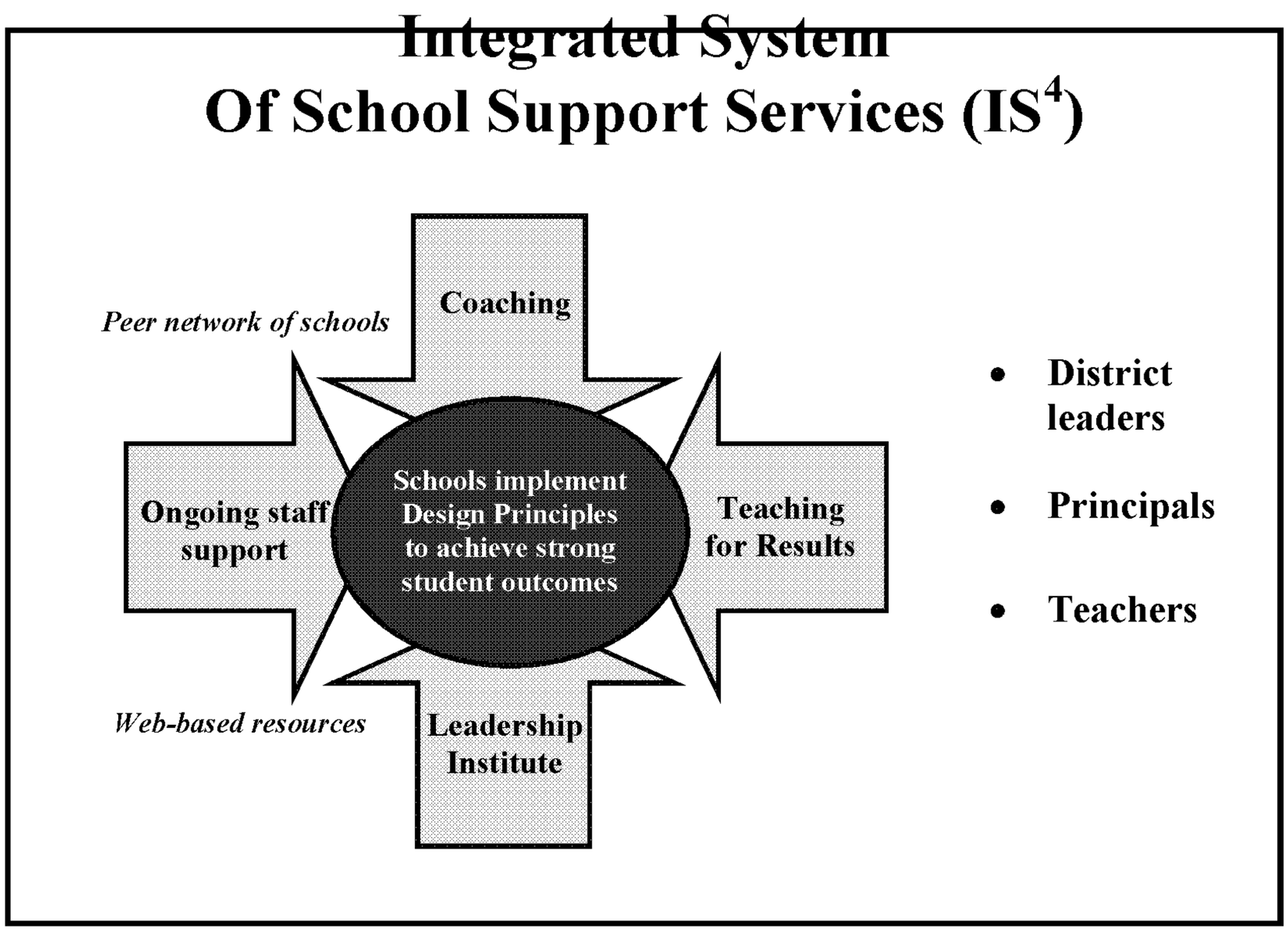
support. During the school year, the sessions involve visits to peer schools in which teachers use a medical "rounds" model to improve their practice collaboratively.

- **Leadership Institute for High School Redesign:** Given the importance of leadership in managing change and the unusual demands placed on school leaders in innovative high schools, NCNSP targets principals for leadership development that is tightly aligned with the content of teacher development activities, allowing school leaders and their faculties to grow together.

- **Coaching:** Innovative high schools receive ongoing, on-site coaching over the course of their six year partnership with NCNSP. Initially, the coaching focuses on school change. After the first year, the focus of coaching shifts to instructional practice for the remainder of the five years of the partnership.

- **NCNSP Program Staff Support:** NCNSP's School Development Team, made up of highly accomplished teachers and administrators, provides ongoing support to innovative high schools. Each School Development Team member has a portfolio of schools to manage, ensuring the delivery of integrated supports and acting as a primary point of contact with NCNSP.

Beginning in the 2007-08 school year, innovative high schools have had access to literacy and math assessments that can be given twice during the school year to determine students' progress. The tests are computer-based and adaptive, with their difficulty increasing based on a student's level of mastery.



Early Results Show Promise

Transforming a school in meaningful ways that actually change teaching and learning is hard work. In its partnerships with local school districts, the North Carolina New Schools Project forges five-year agreements in recognition of the difficulty and complexity of this work. Emerging results from the 2005-06, 2006-07 and 2007-08 school years, however, indicate that high school innovation is taking hold in North Carolina.

More students staying in school – Dropout data from the Department of Public Instruction for the 2006-07 school year show that more students who are in innovative high schools are staying in school.

- Nearly half (48 percent) of the 82 innovative high schools had **no** dropouts during the 2007-08 school year. The innovative high schools represented 44 percent of all high schools in North Carolina with no dropouts.

- Forty-nine of the 76 innovative high schools that enrolled 9th graders lost no freshmen as dropouts in 2007-08.

- Of the 82 innovative high schools, 69 (84 percent) outperformed their comparison high schools, with a slightly higher percentage (86 percent) of the 76 schools with 9th graders outperforming comparison schools for freshman dropouts.

- The overall dropout rate in innovative high schools was 3.37 percent, compared to the statewide rate of 4.97 percent. The combined dropout rate for Learn and Earn early college high schools was .78 percent and for redesigned high schools was 5.45 percent.[2]

- Two-thirds of the 30 redesign schools outperformed their comparison school for all dropouts; 16 of 25 redesign schools with 9th grade classes outperformed their comparison school for freshmen dropouts.

- Eight of 10 STEM high schools (80 percent) had no dropouts in 2007-08, their first year of operation. Nine of the 10 schools lost no students in the 9th grade, which for most of the schools was their only class.

More 9th graders are being promoted – Ultimately, to graduate a student must first complete the required courses and be promoted from grade to grade. Research has shown that promotion out of 9th grade is an especially strong indicator of a student's likelihood to graduate. Based on data on grade level promotion from the Department of Public Instruction for the 2006-07 school year (the most recent available), more students in innovative high schools are being promoted into 10th grade.

[2] Redesigned high schools must equip existing faculty with new instructional strategies in contrast to launching a new school with a common instructional approach and selecting a faculty consistent with that approach. Improvements in promotion rates and acceleration of the academic achievement of students who previously would have dropped out lag behind the introduction of these strategies. This lag time is consistent with many school-wide reforms nationally.

- Three-quarters (78 percent) of the 49 innovative high schools that had 9th grade classes promoted at least 90 percent of their 9th graders, with 20 of those schools (41 percent) promoting **100 percent** of their 9th graders.

- Four out of every five innovative high schools with sizable 9th grade classes (84 percent) had a 9th grade promotion rate that was greater than (at least 1 percentage point) their comparison school or district. More than half (55 percent) of innovative high schools had improved their 9th grade promotion rate by at least 10 percent over their comparison school or district.

It's early, but some schools do better than expected – Based on results from the state's ABC accountability system, many schools are making or exceeding growth expectations and are outperforming the comparable high schools in their districts.

- More than two thirds of innovative high schools had higher ABCs performance composites than comparison high schools. Eight six percent of early college high schools, 39 percent of redesigned high schools and 90 percent of STEM high schools met this benchmark.

- More than half (52 percent) of innovative high schools had performance composites (percent of proficient scores on all End-of-Course tests) of more than 80 percent, compared to only 13 percent of high schools statewide.

More teachers believe in their schools – Based on data from the 2008 North Carolina Teacher Working Conditions Survey, the percentage of teachers in innovative high schools who "strongly agree" that their school is "a good place to work and learn" is nearly double the percentage in comparison traditional high schools (34 percent compared to 17 percent). In fact, teachers in redesigned and early college high schools are significantly more satisfied in every area measured by the state's Teacher Working Conditions Survey.

Building a statewide consensus for change

A vital part of NCNSP's work to ensure innovative high schools perform well is to build local community support and to build demand across the state generally for higher expectations and schools that can help students reach them. To broaden and deepen support for innovation across North Carolina, NCNSP works to prompt and support the delivery of compelling messages that build demand, working with like-minded individuals and organizations to spread this call for higher expectations. This work relies heavily on the results of NCNSP's partner schools to tell the story of expectations being met through innovation.

Changing high schools in North Carolina will require changing minds. While many North Carolinians have confronted global economic change first hand, they do not always connect it to high school innovation as a vital response. Others question the need for higher expectations and doubt that schools can educate all students to reach them in any case. Still others believe that schools must be different, but do not know how they can or should be different.

NCNSP sees an unmistakable need for a broad and sophisticated statewide outreach effort to increase demand for higher expectations and for schools that can ensure all students reach them before they graduate. This effort needs to harness every available tactic to compete effectively for the public's attention in a message-glutted world. NCNSP recognizes that many voices are louder than one voice. For this reason, key statewide actors such as the Office of the Governor, the State Board of Education, state business leaders and networks of community organizations must lead the outreach. NCNSP sees its role as prompting this outreach and supporting it through expertise and technical assistance. NCNSP seeks to be the linchpin in an inclusive statewide push that would create unavoidable demand.

To be clear, NCNSP does not view its advocacy agenda as simple marketing of its Design Principles and its services to help schools deliver on them. Rather, NCNSP believes that it must focus more broadly on higher expectations and the limitations of current high schools that prevent some students from reaching those higher marks. NCNSP sees any thoughtful public dialogue about the preconditions within schools that would ensure all students graduate "ready" as leading to the ideas raised in the Design Principles.

Advancing policies that promote innovation, higher standards and improved performance

NCNSP generates ideas for and actively supports policy changes by the State Board of Education, the Education Cabinet and the General Assembly to ensure that all students are required to master high academic standards and that assessment and accountability systems are aligned with this goal. Through its research, NCNSP seeks to inform policymakers and the public of the need for higher expectations and more innovative delivery systems in high school education.

The policy changes advocated by NCNSP include changes to academic expectations based on the work of the American Diploma Project and the Center for 21st Century Skills, each of which involve raising standards based on the demands that high school graduates face in college and in the workplace.

Other specific policy changes advocated by NCNSP include:

- **Increased Academic Standards:** Enrolling all students in academically rigorous, honors or AP level courses to prepare them for college and work will reduce the need for remediation after high school and enhance the state's workforce.

- **Enhanced Curriculum and Professional Development:** Updating curriculum and assessments to include the knowledge and skills required in the new economy and enhancing the ability of teachers to teach both rigorous courses *and* skills such as communication and problem solving will prepare all students for college, work and a lifetime of learning.

- **Enhanced Accountability:** Enacting changes to the state's ABC accountability model will provide an incentive to high schools to graduate all students and to enroll a greater percentage of students in higher level courses.

GRAND CHALLENGES FOR ENGINEERING

MAKE SOLAR ENERGY ECONOMICAL
PROVIDE ENERGY FROM FUSION
DEVELOP CARBON SEQUESTRATION METHODS
MANAGE THE NITROGEN CYCLE
PROVIDE ACCESS TO CLEAN WATER
RESTORE AND IMPROVE URBAN INFRASTRUCTURE
ADVANCE HEALTH INFORMATICS
ENGINEER BETTER MEDICINES
REVERSE-ENGINEER THE BRAIN
PREVENT NUCLEAR TERROR
SECURE CYBERSPACE
ENHANCE VIRTUAL REALITY
ADVANCE PERSONALIZED LEARNING
ENGINEER THE TOOLS OF SCIENTIFIC DISCOVERY

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National Academy of Sciences, on behalf of the National Academy of Engineering

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Section F
Appendices 42-47

Charter School Application Statistics

Year of Final Approval	# of Applications Submitted	# of Applications Receiving Final Approval	# of Voluntary Relinquishments in Year Approved	# of Non Renewals in Year of Final Approval	# of Revocations in Year of Final Approval
1997-98	65	34	5	0	7
1998-99	66	32	11	2	3
1999-00	53	28	11	1	0
2000-01	54	17	1	0	1
2001-02	33	9	2	0	0
2002-03	17	2	0	0	0
2003-04	26	4	0	0	0
2004-05	19	2	0	0	0
2005-06	12	1	0	0	0
2006-07	19	7	0	0	0
2007-08	12	6	0	0	0
2008-09	6	2	0	0	0
2009-10	No slots available	0	0	0	0
2010-11	24	3 Preliminary Charters Approved			
Totals	**406**	**144**	**30**	**3**	**11**

th	LIFT Academy	1997	1997	Revocation	December 1999	Financial Noncompliance
es	Elizabeth Grinton Charter School	1997	1997	Revocation	December 1999	Exceptional Children Noncompliance
ne	Bright Horizons	1997	1997	Revocation	August 1999	Student Enrollment/Busines
well	Nguza Saba Charter School	1997	1997	Revocation	January 1999	Student Enrollment/Busines
e	Bonner Academy	1997	1997	Revocation	May 1998	Financial/Governance Noncompliance
ow	PHASE Academy	1998	1998	Revocation	December 2000	Financial Noncompliance
ge/Chapel Hill School	School in the Community	1997	1997	Relinquishment	May 1999	Enrollment/Business
ge	Odyssey Charter School	1997	Withdrew – Did not open (one year delay)	Relinquishment	January 1998	Incomplete Planning
in	Bear Grass Charter School	1998	Withdrew-Did not open	Relinquishment	August 2001	Incomplete Planning
e	Sankore	1998	1998	Relinquishment	March 2001	Enrollment/Business
berland	OMA's Inc. Charter School	1998	1998	Relinquishment	December 2000	Enrollment/Business
am	Partnership Academy	1998	Withdrew - Did not open	Relinquishment	August 2000	Incomplete Planning
es	Arts and Basics Charter	1998	1998	Relinquishment	October 1999	Enrollment/Business
ne	Change for Youth	1998	1998	Relinquishment	September 1999	Enrollment/Business
wba	Catawba Valley Tech	1998	Withdrew – Did not open	Relinquishment	April 1999	Enrollment
es	Wilkes Technical High	1998	1998	Relinquishment	November 1998	Enrollment/Business
ll	Developmental Day School	1999	1999	Relinquishment	January 2002	Inadequate funding/Declini Enrollment
e	Hope Elementary School	1999	Withdrew - Did not open (one year delay)	Relinquishment	February 2000	Incomplete Planning
ett	Harnett Technical High School	1999	Withdrew - Did not open	Relinquishment	September 1999	Incomplete Planning
es	United Children's Ability Nook	1997	1997	Relinquishment	December, 1999	Enrollment/Business
rrus	Caburrus County Charter School	1999	Withdrew - Did not open	Relinquishment	February 2000	Incomplete Planning
klenburg	Tarheel Challenge-West	1999	Withdrew – Did not open	Relinquishment	May 1999	Unresolved Legal Issues
pson	Tarheel Challenge-East	1999	Withdrew-Did not open	Relinquishment	May 1999	Unresolved Legal Issues
ett	Harnett Early Childhood Acad	1998	1998	Relinquishment	February 2002	Enrollment/Business
am	Turning Point Academy	1998	1998	Relinquishment	August 2002	Enrollment/Business
am	Success Academy	1999	1999	Relinquishment	August 2002	Enrollment/Business
y	Stanly County Outreach	1999	1999	Relinquishment	August 2002	Low Enrollment
en	Tar Heel Charter High School	2000	Withdrew-Did not open	Relinquishment	May 2002	Facilities

e	Wayne Technical Academy	1998	1999	Renewal not approved	July 2003	Business, enrollment, reporting, governance
th	East Winston Primary School	1998	1998	Revocation	November 2005	Governance, business, reporting, financial
ance	Lakeside Charter (01A)	1997	1997	Relinquishment	December 2005	Closing of Children's Facilit
am	Ann Atwater (32J)	2001	2002	Relinquishment	December 2005	Low enrollment
n	Rowan Academy (80A)	1999	1999	Relinquishment	February 2006	Finance
vba	Visions Charter (18B)	1997	1997	Relinquishment	March 2006	Low enrollment/Finance
and	Laurinburg Charter School (83A)	1998	1998	Non Renewal	June, 2006	Governance, Finance, Enrollment
ord	Imani Institute Charter School (41A)	1998	1998	Revocation	July, 2006	Governance, Finance
	John H. Baker, Jr. High School (92C)	1997	1997	Revocation	Effective 6/30/07	Governance
l	American Renaissance Elem. (49A)	1998	1998	Relinquishment	March, 2007	Consolidated with Amer. Renaissance Middle school
	SPARC Academy (92I)	1998	1998	Non Renewal	Effective 6/30/08	Governance
am	Omuteko Gwamaziima (32G)	1999	1999	Relinquishment	June, 2008	Low Enrollment
and	The Laurinburg Homework (83B)	1999	1999	Relinquishment	June 30, 2008	Low Enrollment
	Provisions Academy (53A) (Pending Litigation)	1999	1999	Non Renewal	June 30, 2009	Student Reporting Noncompliance

Charter School Curriculum

School	City	County	07-08 Grade Span	School Description
Alpha Academy	Fayetteville	Cumberland	K-8	Mutual respect and support, strong interpersonal relationships, and shared interests and goals among a diverse population.
American Renaissance	Statesville	Iredell	K-8	NC Standard Course of Study through the Arts; community focused
Arapahoe Charter School	Arapahoe	Pamlico	K-8	Teacher/parent directed community school. Teachers and parents are involved in the governance of the school and share in the responsibility for the educational achievements of their students.
Arts Based Elementary	Winston-Salem	Forsyth	K-5	Teaches children the basics and beyond through first-hand encounters with dance, music, theatre, and visual arts.
Artspace Charter	Swannanoa	Buncombe	K-8	Experiential Learning through the Arts with NC SCOS
Bethel Hill Charter	Roxboro	Person	K-6	Small classes. Core Knowledge, Saxon phonics K-2, Saxon Math.
Betheny Community Middle	Reidsville	Rockingham	6-8	Cooperative learning, problem solving approaches, and experience base projects with NCSCOS
Brevard Academy	Brevard	Transylvania	K-6	Core Knowledge with NC SCOS
Bridges Charter	Stateroad	Wilkes	K-8	Various methodologies, research based, to meet each student's needs.
Cape Fear Center for Inquiry	Wilmington	New Hanover	K-8	Integrated, inquiry-based curriculum. Strong teacher and parent involvement in School governance.
Cape Lookout Marine Science High School	Morehead City	Carteret	9-12	Specialized support is provided for students preparing for marine science, marine related technical or other careers that require post-secondary training.
Carolina International School	Harrisburg	Cabarrus	K-10	Integrated Curriculum developed toward making international connections.
Carter Community	Durham	Durham	K-8	NC SCOS, focus on students engaged in learning experiences that will help them understand "why" what they are required to learn.
Casa Esperanza Montessori	Raleigh	Wake	K-6	Uses Montessori philosophy and pedagogy in English-Spanish dual-language and Spanish enrichment multi-grade classrooms.
Charlotte Secondary School	Charlotte	Mecklenburg	6-7	Padeia; NC Civics Education Consortium; All Kinds of Minds; Schools Attuned with NC SCOS
Charter Day School	Leland	Brunswick	K-8	Achievement-based Curriculum, Direct Instruction, and unique method of assessing and tracking student reading fluency and comprehension on a weekly basis
Chatham Charter	Siler City	Chatham	K-8	NC SCOS, ability grouped in 4-8.
CIS Academy	Lumberton	Robeson	6-8	Smaller class sizes, one–on-one interaction between the teachers and students. UNCP Youth Empowerment Program.
Clover Garden	Burlington	Alamance	K-12	Core Knowledge K-8 with NC SCOS, college prep.
Columbus Charter School	Whiteville	Columbus	K-3	Direct Instruction with unique method of assessing and tracking student reading fluency and comprehension growth on a weekly basis
Community School of Davidson	Davidson	Mecklenburg	K-8	Holistic Approach using "The Basic School" with NC SCOS
Crosscreek Charter	Louisburg	Franklin	K-8	Small overall school size and active family participation allow faculty, parents and students to create a feeling of community for children of different races, religions, socio-economic backgrounds and academic abilities.
Crossnore Academy (Alternative)	Crossnore	Avery	K-12	Alternative Residential School Meeting the educational needs of children suffering from abuse and neglect
Crossroads Charter (Alternative)	Charlotte	Mecklenburg	9-12	Character Education with NC SCOS
Dillard Academy	Goldsboro	Wayne	K-4	Serves primarily low income students with strong infrastructure for supporting parent involvement and education to promote student learning
East Wake Academy	Zebulon	Wake	K-12	Develop character and self esteem while equipping students with the skills needed for a rigorous curriculum and to thrive in a college preparatory atmosphere producing academic excellence.
Endeavor Charter School	Raleigh	Wake	K-8	Hands-on and utilize manipulative, technology, and other media that allows learning to be experiential. Learning across curriculums involve simulations and other activities that allow students to experience, or "live," what they
Evergreen Community	Asheville	Buncombe	K-8	Expeditionary Learning with Environment Education
Exploris Middle School	Raleigh	Wake	6-8	Themes are project-based, focus on current global issues, and integrate the North Carolina Standard Course of Study.
Forsyth Academies	Winston-Salem	Forsyth	K-8	Effective Schools Research, back to basics liberal arts curriculum, longer school day, structured discipline, moral focus, parental involvement.
Francine Delaney	Asheville	Buncombe	K-8	Experiential Education and Community Focus with NC SCOS
Gaston College Prep	Gaston	Northampton	5-12	KIPP: Knowledge is Power Program, focus on college prep, and character education.
Grandfather Academy (Alternative)	Banner Elk	Avery	5-12	Residential School meeting the educational needs of children suffering from emotional, sexual or physical abuse
School	**City**	**County**	**07-08 Grade Span**	**School Description**
Gray Stone Day School	Misenheimer	Stanly	9-12	College Prep with NC SCOS
Greensboro Academy	Greensboro	Guilford	K-8	Back to basics, Core Knowledge, character first.
Guilford Prep	Greensboro	Guilford	K-8	College entrance focus with NC SCOS

Charter School Curriculum

Haliwa-Saponi Tribal School	Hollister	Warren	K-12	NC SCOS with the culture and history of the Saponi Indian Tribes community and world.
Healthy Start Academy	Durham	Durham	K-8	Core Knowledge aligned with NC SCOS
Highland Charter	Gastonia	Gaston	K-3	STEM focus with NC SCOS
Hope Elementary School	Raleigh	Wake	K-5	Daily lessons focusing on self esteem, behavior management and getting along successfully with others.
Kennedy Charter (Alternative)	Charlotte	Mecklenburg	6-12	NC SCOS
Kestrel Heights	Durham	Durham	6-12	Paideia curriculum
Kinston Charter Acad	Kinston	Lenoir	K-8	Students explore open-ended situations actively, in a way that parallels the inquiry method used by mathematicians and scientists in their work.
KIPP: Charlotte	Charlotte	Mecklenburg	5-6	Understanding by design with NC SCOS
Lincoln Charter	Denver & Lincolnton	Lincoln	K-12	Core Knowledge with NC SCOS
Magellan Charter School	Raleigh	Wake	3-8	Small class size. Educational focus on interactive and experiential learning.
Maureen Joy Charter	Durham	Durham	K-8	NC SCOS with project based learning
Metrolina Regional Scholars	Charlotte	Mecklenburg	K-8	National Association of Gifted Children with NC SCOS
Millennium Charter	Mount Airy	Surry	K-8	Classical Model of Education aligned with NC SCOS, Core Knowledge, Everyday Math, Four Blocks Literacy Model, Thinking Maps, Process Writing, and Inquiry Based Science.
Mountain Discovery	Bryson City	Swain	K-8	Experiential, Hands-on Approach with NC SCOS
Neuse Charter School	Selma	Johnston	K-5	Fosters individual learning styles; Focus on thinking creatively and critically; and promoting self-confidence through respect for self, others and the environment.
Orange Charter	Hillsborough	Orange	K-8	Core Knowledge supplemented with local resources to educate students culturally.
PACE Academy	Chapel Hill	Orange	9-12	NC SCOS, with two pathways, Career Prep and Occupational Prep
Phoenix Academy	High Point	Guilford	K-5	Positive behavioral instruction also known as applied behavioral analysis "ABA" influences. NC SCOS, Study Island, K to the Power of 8.
Piedmont Community	Gastonia	Gaston	K-12	Core Knowledge with NC SCOS
Pine Lake Prep	Mooresville	Iredell	K-12	Core Knowledge with NC SCOS
PreEminent Charter School	Raleigh	Wake	K-8	Development of the total child through a comprehensive program of fine arts, leadership, extra curricular and physical education activities.
Quality Education Academy	Winston-Salem	Forsyth	K-10	Higher Order of Thinking Skills (HOTS) aligned with NC SCOS.
Queen's Grant	Mint Hill	Mecklenburg	K-12	College Prep with NC SCOS
Quest Academy	Raleigh	Wake	K-8	An accelerated academic program (8:30 - 1:30) for motivated students pursuing high intensity training outside the classroom. Intense use of technology to accommodate student travel and performance schedules
Raleigh Charter High School	Raleigh	Wake	9-12	Challenges college-bound students in active, social, and creative classrooms. Citizenship education is at the heart of all our work.
Research Triangle Charter	Durham	Durham	K-8	Structured academic environment aligned with the NC SCOS, character development.
River Mill Academy	Graham	Alamance	K-12	NC SCOS, Core Knowledge, Saxon Math K-2,Professional Learning Communities school wide.
Rocky Mount Prep. School	Rocky Mount	Nash	K-12	A core mission of college preparation. An Occupational Course of Study program is also available.
Roxboro Community School			6-12	NC SCOS aligned with Core Knowledge.
Sallie B. Howard School	Wilson	Wilson	K-8	The arts are central to the mission of the school, all students have the opportunity to study dance, theatre, visual art, and music.

Charter School Curriculum

School	City	County	07-08 Grade Span	School Description
Socrates Academy	Charlotte	Mecklenburg	K-6	Bilingual/Multi-cultural curriculum that follows NC SCOS and National greek CurriculumStandards
Southern Wake Academy	Holly Springs	Wake	9-12	Small class size. A more personalized high school experience.
STARS	Vass	Moore	K-8	Infuses the curriculum with arts integration in the classroom. Howard Gardner's Theory of Multiple Intelligences.
Sterling Montessori	Morrisville	Wake	K-8	Montessori Educational Philosophy and Curriculum
Success Institute	Statesville	Iredell	K-8	SOAR (Students Organized for Academic Resource) with NC SCOS
Sugar Creek Charter	Charlotte	Mecklenburg	K-8	Core Knowledge with NC SCOS
Summit Charter	Cashiers	Jackson	K-8	Experiential Education and Environmental Studies
The Academy of Moore County	Aberdeen	Moore	K-8	Small class size and advanced computer technology used to enhance learning opportunities especially for at risk and for gifted students.
The Carter G. Woodson School	Winston-Salem	Forsyth	K-12	NC SCOS, research based model "Success for All" and "guided Readers and Writers grades K-6". College prep focused.
The Central Park School	Durham	Durham	K-8	Focus on the commitment to nurturing and the natural eagerness of each child to explore, grow, and relate to others.
The Children's Village Academy	Kinston	Lenoir	K-6	Character Education with NC SCOS
The Community Charter	Charlotte	Mecklenburg	K-5	Arts-based focused on the Community
The Downtown Middle School	Winston-Salem	Forsyth	5-8	Paideia seminars and NC SCOS
The Franklin Academy	Wake Forest	Wake	K-12	Direct Instruction. The goal of this is to accelerate learning by maximizing efficiency in the design and delivery of instruction.
The Hawbridge School	Saxapahaw	Alamance	9-12	Interdisciplinary units that incorporate the NC SCOS, frequent field trips, guest speakers, Outdoor Classrooms, technology ratio of 1:1
The Learning Center	Murphy	Cherokee	K-8	Four Blocks Literacy Model Investigations Curriculum with NC SCOS
The Mountain Community School	Hendersonville	Henderson	K-8	Core Knowledge with NC SCOS
The New Dimensions School	Morganton	Burke	K-5	Core Knowledge with NC SCOS
The Woods Charter School	Chapel Hill	Chatham	K-12	Core Knowledge K-8 with NC SCOS, college prep and small classes.
Thomas Jefferson	Mooresboro	Rutherford	K-12	Core Knowledge; Classical Grammar, Logic and Rhetoric
Tiller School	Beaufort	Carteret	K-5	Northeast Foundation for Children's Responsive Classroom approach to learning. Character education with a focus on student responsibility, problem solving, and leadership.
Torchlight Academy	Raleigh	Wake	K-5	Well-disciplined extended family that recognizes the need for a village approach in meeting both academic and personal needs of our students.
TRIAD Math & Science	Greensboro	Guilford	K-8	Inquiry base curriculum which is researched based, field studies, and international competitions.
Two Rivers Community	Boone	Watauga	K-8	Experiential, Project-based Learning with NC SCOS
Union Academy	Monroe	Union	K-12	College Prep with NC SCOS
Vance Charter School	Henderson	Vance	K-8	Core Knowledge. Small class sizes. a safe and nurturing environment, active parental involvement.
Voyager Academy	Durham	Durham	4-8	Project based learning aligned with NC SCOS, integrated ethics education, hands-on experiential & differentiated instructional strategies created by Kenan Institute of Ethics at Duke.
Washington Montessori	Washington	Beaufort	K-8	Montessori
Wilmington Preparatory Academy	Wilmington	New Hanover	K-4	Core Knowledge & NCSCOS.

Session Law Regarding Joint Legislative Commission on Dropout Prevention and High School Graduation

S.L. 2007-323, sec. 7.32.(f) as amended by S.L. 2008-181, Part XXXV

SECTION 7.32.(f)

Joint Legislative Commission on Dropout Prevention and High School Graduation. –

(1) There is created the Joint Legislative Commission on Dropout Prevention and High School Graduation (Commission) to be composed of 16 members, eight appointed by the President Pro Tempore of the Senate and eight appointed by the Speaker of the House of Representatives. The President Pro Tempore and the Speaker shall each designate a co-chair from their appointees. Vacancies shall be filled in the same manner as the original appointments were made.

(2) The co-chairs shall jointly call the first meeting of the Commission. A quorum of the Commission is a majority of its members.

(3) The Commission shall:

a. Evaluate initiatives and programs designed to reduce the dropout rate and increase the number of students who graduate from high school prepared to further their postsecondary education or enter the workforce.

b. Review the research on factors related to students' success in school.

c. Evaluate the grants awarded under subsection (d) of this section and recommend whether any of the programs and initiatives that received one of these grants has potential for success and should be expanded or replicated.

d. Study the emergence of major middle school and high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on the dropout rate.

e. Examine strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school and time lines for implementing those strategies, programs, and support services.

f. Following a review of the courses required for graduation and the current system of awarding credit for those courses, determine whether changes should be made that better recognize the different learning rates and other needs of students.

g. Determine which interventions and other strategies, such as accelerated learning, tutoring, mentoring, or small class sizes, when employed as a substitute to grade retention or as a subsequent measure to grade retention, are the most effective at enabling these students to remain in school and graduate.

h. Study any other issue that the Commission considers relevant and appropriate.

General Statute Regarding Personal Education Plans

§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.

Local school administrative units shall identify students who have been placed at risk for academic failure. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year, a personal education plan for academic improvement with focused intervention and performance benchmarks shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test. Focused intervention and accelerated activities should include research-based best practices that meet the needs of students and may include coaching, mentoring, tutoring, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities free of charge to students. Local school administrative units shall also provide transportation free of charge to all students for whom transportation is necessary for participation in these activities.

Parents should be included in the implementation and ongoing review of personal education plans. (2001-424, s. 28.17(e).)

SBE Policy Concerning National Board of Professional Teaching Standards
Policy ID Number: TCP-F-000
Policy Title: Policy in support of the National Board for Professional Teaching Standards

1. Release Time to Prepare and Assessment Fee.
   The SBE fully supports the work of the NBPTS. The SBE will annually submit a supplemental expansion budget request to:
   - provide candidates for national board certification with three days of approved paid release time to prepare for national certification assessment.
   - pay the $2,000 assessment fees for eligible teachers preparing for national certification assessment.

2. Core Propositions.
   The work of the NBPTS is based on the following "core propositions" about what teachers should know and be able to do:
   a. Teachers are committed to students and their learning.
   b. Teachers know the subjects they teach and how to teach those subjects to students.
   c. Teachers are responsible for managing and monitoring student learning.
   d. Teachers think systematically about their practice and learn from experience.
   e. Teachers are members of learning communities.

   The SBE feels that the core propositions are valid, valuable, and straightforward. It is, therefore, the policy of the SBE that the NBPTS core propositions be used, when appropriate, as the basis for subsequent SBE and DPI policies and regulations dealing with the training, evaluating, induction, licensing and staff development of North Carolina teachers.

3. Recognition and Acceptance of NBPTS Certificates.
   It is the policy of the SBE to accept relevant and current NBPTS certificates as meeting the requirements of North Carolina licenses without restriction or testing requirements, except that the North Carolina Department of Public Instruction's (NCDPI) Division of Human Resource Management will continue to use the National Association of State Directors of Teacher Education and Certification Clearinghouse to determine if licensure applicants have had a license revoked in any state. The division will apply any future criminal screening tests to all license candidates. Applicants will be subject to the standard license application fees.

   In determining the compatibility of NBPTS certificates with North Carolina licenses, the NCDPI Division of Human Resource Management will consider the more rigorous requirements of NBPTS certificates so that compatibility will not be defined too narrowly.

In addition to the above policies, the SBE:
- requests IHEs to reexamine undergraduate and graduate teacher education

programs toward the goal of incorporating NBPTS standards.

- requests the Teacher Academy, Principals' Fellows Program, and the Principals' Executive Program to incorporate NBPTS core propositions into their training process.
- encourages staff development programs and activities to assist teachers seeking NBPTS certification.
- requests LEAs to designate a person to be available to support and provide information to NBPTS certification candidates.

Letters of Support

JAMES B. HUNT, JR.
GOVERNOR OF NORTH CAROLINA
1977-1985 1993-2001

January 14, 2010

The Honorable Beverly Eaves Perdue
Governor of North Carolina
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Re: North Carolina Race to the Top Proposal

Dear Governor Perdue:

I have gone through our North Carolina Race to the Top (RttT) proposal and endorse it enthusiastically!

You have a solid and far-sighted plan to fundamentally change the effectiveness of North Carolina's public schools. And, I appreciate you sharing it with the North Carolina Legislators Education Retreat which the Hunt Institute sponsored last week. Jon Schnur and others who presented there saw the commitment of our state's education and policy leaders to carry it through.

As the Governor who, with your help, put into place most of our state's standards and accountability approaches in the last three decades of the 1900s, I am delighted to see how our RttT proposal moves these things forward.

The document you have prepared has big and determined plans for North Carolina to achieve our goals in all four areas. You have said that we intend to be the first state to adopt the common core standards. Our Plan has a strong, practical approach to increasing teacher and principal effectiveness and we are committed to see that our underperforming schools get better teaching. After several years of planning, we will finally now have an effective data system that is easy to use by teachers, principals, superintendents and public policy makers and we will use it to increase student learning, including relating teacher and principal compensation to student achievement. And, you have in our Plan a strong commitment to turn

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around low-performing schools led by the Chairman of our State Board of Education himself.

A notable feature of our Plan (unlike some states) is that we have full support from our teachers, administrators, school boards and our education leaders. We may be the only state in America where the public University System and Community College System have gone on record with complete support of the RttT plan.

As Secretary Duncan and the team at the US Department of Education consider our Plan, I hope they will consider your own personal, strong leadership to improve education at all levels in North Carolina over the last two decades and the historical leadership of Terry Sanford, myself and others in moving North Carolina forward in a bold and powerful way. And we put the public funds in to do it. They can "bet on North Carolina" because we are a team and a "public education state."

All my best regards, and congratulations on our fine Plan.

Sincerely,

James B. Hunt, Jr.

JBH:sre

Office of the Speaker

North Carolina House of Representatives

Raleigh 27601-1096

January 15, 2010

JOE HACKNEY
SPEAKER

The Honorable Beverly Perdue
Governor, State of North Carolina
20301 Mail Service Center
Raleigh, North Carolina 27699-0301

Dear Governor Perdue:

On behalf of the North Carolina House of Representatives, I am pleased to offer enthusiastic support for our State's application for federal *Race to the Top* funding.

Education has, for years, been a top priority in the North Carolina House of Representatives. In our current weak economy, education is even more important because jobs are at a premium and employers have a greater pool of workers from which to choose. While our smaller budget in 2009 prevented us from investing more this year than we had in previous years, we were still able to address many important issues. Providing our children with a world class education is the best way to build a strong economy that will be sustainable in the long term, so we worked diligently this year to pass legislation that will improve the quality of education across the state, keep our children safe at school, and decrease the dropout rate.

You and I know that North Carolina has been a national leader in education. We were one of the first states to adopt an accountability model that provides student performance data. This data has allowed educators and policy makers to make smart decisions about where to focus dollars and attention in order to improve classroom instruction and teacher performance in every school and every school system. The North Carolina Dropout Prevention grants, now in their third year, have funneled $35 million to community stakeholders, education agencies, and school systems to increase our high school graduation rate. We have the most teachers who are nationally board certified. And The University of North Carolina and the State Community College System are proven partners with our public schools.

North Carolina's application for *Race to the Top* funding will enable us to move to the next level by taking bold, innovative steps so that all of our children, no matter where they live or what their circumstances, will complete high school and be well-prepared to enter 21st Century careers or further their education.

Thank you for your passionate commitment to public education in North Carolina. I look forward to continuing to work with you in this endeavor.

Very truly yours,

Joe Hackney

JH:erf

NORTH CAROLINA GENERAL ASSEMBLY
PRESIDENT PRO TEMPORE
SENATOR MARC BASNIGHT
RALEIGH 27601-2808

January 13, 2010

The Honorable Beverly Perdue
Governor of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue:

As President Pro Tempore of the North Carolina Senate, I am writing to express my full support for North Carolina's *Race to the Top* application. As you know, improving educational and economic opportunities for the people of our state has been a top priority for the Senate. I am certain that this grant will greatly enrich the education of every child in North Carolina, and will better prepare our students to succeed in college and the workplace, and enhance our ability to compete in the global economy.

The General Assembly remains unwavering in our dedication to funding public education in North Carolina, and *Race to the Top* will provide North Carolina with further framework to move our schools forward into the 21st century.

I join you in the commitment to North Carolina's development of an innovative and comprehensive approach to improving education through *Race to the Top* initiatives.

Sincerely yours,

Marc Basnight

Marc Basnight
President Pro Tempore

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January 14, 2010

The Honorable Beverly E. Perdue
Governor, State of North Carolina
Office of the Governor
20301 Mail Service Center
Raleigh, North Carolina 27699-0301

Dear Governor Perdue:

On behalf of the 17-campus University of North Carolina, I am writing to offer my enthusiastic support of North Carolina's application for federal funding under the *Race to the Top* Initiative. I assure you that the University and each of its campuses stand ready to be full partners in achieving the ambitious goals you have set out for public education in North Carolina.

Throughout my tenure as UNC President, I have insisted that our University do all it possibly can to improve and strengthen our public schools. I remain convinced that nothing is more important to North Carolina's social and economic future. In classrooms all across the state, for example, we have a crying need for more and better teachers. We also have a chronic need for better prepared principals and superintendents. We have accepted this as our responsibility and are determined to be an active part of the solution.

While we have made strides in producing more classroom teachers—with a focus on high-need areas such as math, science, and middle-grades education—it is critical that we have better longitudinal data and the analytical tools needed to make informed choices about how to strategically invest scarce resources. When I arrived as UNC president, I was surprised to learn that there was no data showing how individual teachers or teacher education programs impact student achievement in our schools. While we had voluminous data in each of our education sectors, it was difficult to track and correlate across systems.

In cooperation with the NC Department of Public Instruction, UNC is now conducting a major longitudinal study to identify teacher education programs and best practices that produce classroom teachers who improve student achievement, differentiated by elementary, middle, and high school. We are already using the early findings of that work to bring about improvements in our 15 teacher education programs and are embarking on companion research to identify those programs that produce school leaders who have the greatest impact on teacher and student achievement. As you know, we were an

enthusiastic participant in a recent federal grant proposal to support the development of a broader North Carolina B-20+ Statewide Longitudinal Data System. I am convinced that both of these collaborative research efforts are absolutely essential to achieving your long-term goals for our public schools.

In closing, please know that the University fully supports North Carolina's participation in the national Common Core State Standards Initiative. We pledge to do our part to help align North Carolina's high school academic standards to University expectations so that all students arrive on our campuses with the core skills and knowledge they will need to be successful and graduate. Thank you for your ongoing leadership and for your proven commitment to public education at all levels.

(b)(6)

[redacted]

Erskine Bowles

North Carolina INDEPENDENT Colleges & Universities

Barton College
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Belmont Abbey College
Belmont
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Greensboro
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Wingate

A. Hope Williams
President

January 15, 2010

The Honorable Beverly Eaves Perdue
Governor, State of North Carolina
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor:

North Carolina Independent Colleges and Universities (NCICU) and the 36 individual private colleges and universities across the state are proud to endorse the excellent collaborative work that has been done to produce an outstanding application for *Race to the Top* funds. Other members of the NCICU staff and I have participated as a part of the working group that developed the various components of this proposal. Two of the most important areas in higher education are teacher education and development and longitudinal data system.

All 35 four year private colleges and universities have teacher education programs and are committed to working with the state to strengthen these programs to produce even more effective teachers. In addition, individual campuses provide professional development that is so important in keeping veteran teachers up to date in areas such as technology. These campuses look forward to increasing professional development opportunities through the *Race to the Top* funding.

The proposal for the longitudinal data system for North Carolina has been developed in concert with the 3 public sectors of education, NCICU and the Employment Security Commission. Representatives of each sector have worked together closely to recommend the system with a common identifier other than a Social Security number and ways for following students throughout their educational careers and into the work force. The information provided by the system will be a great resource for North Carolina policymakers as they strive to continue to improve education opportunities for the citizens of North Carolina.

NCICU applauds you and the members of your staff who have worked so long and so hard in collaboration with all sectors of education and members of the

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business community to develop a *Race to the Top* proposal that the entire state can work together to implement. NCICU and I, specifically, stand ready, as always, to work with you on this proposal and to produce more teachers and better educated students in our great state.

Sincerely,

(b)(6)

[redacted]

A. Hope Williams

AHW/ghh

To Whom it May Concern:

As teacher leaders in the state of North Carolina, we support our state's goal of preparing all students to graduate from high school being college and career ready. In addition, we recognize that North Carolina is on the forefront in reference to many education initiatives including, but not limited to, aligned educator evaluation instruments, the Accountability and Curriculum Reform Effort (ACRE), and our efforts in turning around the lowest achieving schools.

Therefore, as Regional and State Teachers of the Year and Milken Educators, we enthusiastically support North Carolina's application for the Race to the Top Grant. We are excited about the possibilities that these funds will afford our students and the impact this type of support will have on student achievement in our state.

Do not hesitate to contact us if you would like further evidence of our support for our Superintendent, Dr. June Atkinson, and our Department of Public Instruction as we work diligently in North Carolina to make a difference in the lives of children.

Sincerely,

Cindi Rigsbee 08-09 North Carolina Teacher of the Year Gravelly Hill Middle School Orange County Schools	**Jessica Garner** 09-10 North Carolina Teacher of the Year Porter Ridge High School Union County Schools
Martha Anderson 09-10 Sandhills/South Central Region Teacher of the Year Washington Street Elementary Richmond County Schools	**Paige Elliott** 08-09 North Central Region Teacher of the Year Fuquay-Varina High School Wake County Schools
Nicole Murray 09-10 Southeast Regional Teacher of the Year James Kenan School of Engineering Duplin County Schools	**Trisha Muse** 08-09 Sandhills/South Central Region Teacher of the Year Page Street Elementary Montgomery County Schools
Ruth Ann Parker 08-09 Southeast Region Teacher of the Year Clinton High School Clinton City Schools	**Renee Peoples** 08-09 West Region Teacher of the Year West Elementary Swain County Schools
Janice Raper 08-09 Northwest Region Teacher of the Year Hurley Elementary School Rowan-Salisbury Schools	**Sonya Rinehart** 08-09 Northeast Region Teacher of the Year John Holmes High School Edenton-Chowan Public Schools
Robert Turner 09-10 Northwest Region Teacher of the Year Grandview Middle School Hickory Public Schools	**Bernard Waugh** 08-09 Southwest Region Teacher of the Year Kannapolis Intermediate School Kannapolis City Schools
Bryan Holley 2008 Milken Educator Corinth Holder Elementary School Johnston County Schools	**Cynthia Rudolph** 2009 Milken Educator Hopewell High School Charlotte Mecklenburg Schools

January 14, 2010

The Honorable Beverly Perdue
Governor
State of North Carolina
20301 Mail Service Center
Raleigh, NC 27699

Dear Governor Perdue:

Congratulations on putting together a solid Race to the Top application for North Carolina. You and the many team members who have worked on this project are to be commended for producing a document that outlines a strong plan to address the Fund's four reform goals.

I offer my enthusiastic support for this proposal, because I believe the application's programs will prepare our students for college, work, and success in the 21st century. Having an educated citizenry is the key to a prosperous economy, and the programs you propose will help to provide the workforce we need.

North Carolina has a long and proud history of making education a priority. This application builds upon that strong history by leveraging current reform efforts and proposing new models for teaching and learning with a 21st century delivery system. I am especially impressed with your success in bringing together an unprecedented number of foundations, businesses, education organizations and government entities to support our schools. Because of this broad-based support, your proposal describes a strong, sustainable plan for 21st century education throughout the state.

As you know, I am passionate about excellence in K-12 education and the power that technology brings to the classroom. I believe North Carolina's economy is at a significant crossroad, and our destiny is inextricably linked to the quality of our workforce. To remain competitive in the global economy, we must engage students with technology, increase our high school graduation rates and graduate students prepared to compete globally. I believe your proposal has the potential to bring us much closer to these essential goals.

The programs in the Race to the Top application will lay the groundwork for exciting possibilities afforded by the "Investing in Innovation Fund". As North Carolina moves forward with this application process, please let me know how SAS and other businesses in North Carolina can ensure the success of these efforts.

Sincerely,

(b)(6)

[redacted]

James H. Goodnight, Ph.D.
CEO

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EDWIN E. DUNLAP, JR., PH.D.
Executive Director

January 8, 2010

The Honorable Beverly Perdue
Governor of North Carolina
20301 Mail Service Center
Raleigh, North Carolina 27699-0301

Dear Governor Perdue:

On behalf of the North Carolina School Boards Association (NCSBA) and its 115 member school boards, I am pleased to endorse North Carolina's proposal for Race to the Top funding. The development of this proposal was accomplished due to a successful collaboration between education interest groups and the various offices of state government.

I want to fully acknowledge and express my thanks to you and your leadership in setting the stage for the public engagement activities that enabled this application to go forward. The development team consistently engaged and encouraged participation from NCSBA and individual school board members, administrators, teachers, and parents. The environment for this project's development was made possible because of your strong executive leadership.

What began as a healthy exchange of ideas evolved into a powerful framework for taking our schools forward into the future. The exhaustive work and bold new ideas reflected in North Carolina's proposal give me every confidence that we are definitely on the right track.

Please know that you can count on my total support as we move forward.

Sincerely,

(b)(6)

Edwin Dunlap, Jr., Ph.D.

cc: Board of Directors

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North Carolina PTA
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E-mail: office@ncpta.org

January 13, 2010

The Honorable Beverly Perdue
Governor of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue:

North Carolina PTA is pleased to support the goals of North Carolina's application for Race to the Top funding. We believe the goals of this application and your education agenda for the state of North Carolina align perfectly with PTA's vision of "making every child's potential a reality."

I want to thank you for including North Carolina PTA (representing parents and caregivers of NC) in the application process. Parent involvement is key to student success, and we hope to continue to be involved in the implementation of the Race to the Top goals.

We look forward to working with you and other education leaders and organizations as we all strive to make sure that every child in North Carolina receives a quality education in a safe environment with highly qualified teachers and the technology and tools necessary to be successful in their educational endeavors and in life.

Sincerely,

(b)(6) [redacted]

Mrs. Kyle R. Robertson
NCPTA President

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

R. SCOTT RALLS, Ph.D.
PRESIDENT

ALAMANCE COMMUNITY COLLEGE
ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE
BEAUFORT COUNTY COMMUNITY COLLEGE
BLADEN COMMUNITY COLLEGE
BLUE RIDGE COMMUNITY COLLEGE
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WILSON COMMUNITY COLLEGE

January 14, 2010

The Honorable Beverly Eaves Perdue
Governor, State of North Carolina
Office of the Governor
20301 Mail Service Center
Raleigh, North Carolina 27699-0301

Dear Governor Perdue:

On behalf of the North Carolina Community College System, I am more than pleased to provide my support for the State's application for federal funding for the *Race to the Top* initiative. Our 58 local colleges have been long standing partners with the Department of Public Instruction and the University of North Carolina System and that spirit of collaboration is stronger than ever as we work towards your commitment to ensure that every child in this great State graduates from high school with the necessary skills to succeed in a career, a two- or four-year college, or in technical training.

You have laid out a bold and challenging call to action in your "Career and College – Ready, Set, Go!" agenda, one which the Community College System wholly embraces. We have begun a "SuccessNC" initiative that focuses upon student access, program quality, and student success. Consistent with the Race to the Top initiative, and in collaboration with our public education and higher education partners, we will place a strengthened emphasis on students graduating from high school ready to be successful. We will strengthen our already strong association with high schools through our concurrent enrollment and cooperative and innovative high schools; we will work with public schools to implement student assessment and course alignment opportunities; we will embrace common course standards that will focus upon students being ready for college. That is an access issue, and one that should result in significantly diminished requirements for remediation at the college level.

Further, program quality in community colleges will be a companion piece to common core standards, which means that students are sufficiently prepared in high school for the challenges of college-rigor work – work in college that leads high school graduates to obtain marketable credentials.

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Finally, the ultimate prize in a race is to reach the goal, that of successful student completion, leading to a career in one's chosen field. High school graduates who arrive prepared for college, who are challenged when they arrive with program quality, and who leave college with a meaningful college credential that has market value, will reach their goal of employability in a career that enables them to support themselves and their family.

Governor, what you have proposed in the Race to the Top, along with your focus upon high school students in Career and College Ready, is exactly where the North Carolina Community College System is headed. As the seam in seamless education, we already have our shoulder to the wheel with you, the Department of Public Instruction and the University of North Carolina System to break down silos and put ourselves to work for the success of high school students.

As such, I am joined by the community college family in strongly supporting the Race to the Top application that you are submitting.

With highest regards, I am

Sincerely,

R. Scott Ralls

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A force for business.

January 14, 2010

Honorable Beverly M. Perdue
Governor
State of North Carolina
20301 Mail Service Center
Raleigh, NC 27699

Dear Governor Perdue:

The organized business community's long-standing commitment to education in North Carolina has played a critical role in making our state among the best places in the world in which to do business.

On behalf of our leadership, the North Carolina Chamber is proud to endorse our state's application to be considered for the 'RACE TO THE TOP' funding program.

In these difficult and challenging times, investing in our future has never been more important.

Sincerely,

(b)(6) [redacted]

S. Lewis Ebert
President & CEO

SLE/cab

ncchamber.net
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Raleigh, NC 27607

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North Carolina Association of Teacher Assistants
PO Box 893
Lewisville, NC 27023

Governor Bev Perdue
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue:

As President of the North Carolina Association of Teacher Assistants, I want to express NCATA's support of North Carolina's application for the federal Race to the Top funds. We understand that the state is applying for a grant from the U.S. Department of Education to improve the quality of education and increase student achievement for *all* students.

We agree that Race to the Top will provide opportunities for important reforms in North Carolina's educational system that will lead to innovation and strengthen academic growth. Teacher assistants are valuable members of our educational teams. We are conscientious and dedicated educators who desire and deserve professional development in order to better serve our students. Therefore, NCATA appreciates that the funding for professional development will include professional development for teacher assistants as well as for teachers and principals.

We recognize the importance of our state receiving the Race to the Top grant and understand that this must be a collaborative effort. The North Carolina Association of Teacher Assistants thanks you for your recognition of teacher assistants and our organization. We are thankful to have been given the opportunity to be included in the application process and look forward to being a part of the implementation phase as well.

Sincerely,

Judy Barnes
President, North Carolina Association of Teacher Assistants

NC ASSOCIATION OF SCHOOL ADMINISTRATORS

January 11, 2010

The Honorable Beverly Perdue
Governor of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue:

On behalf of the North Carolina Association of School Administrators (NCASA) and our 6,000 members who are leading the daily operations in our state's 115 school districts, we are pleased to continue our partnership with you as we embark upon a "Race to the Top" with our public schools and work to bring our state some well deserved national acclaim and funding from the federal grant program bearing that name.

Our organization shares your deep commitment to ensuring that North Carolina public schools excel with the four priority goals that are a hallmark of our state's Race to the Top (RttT) application:

- Raising achievement and closing gaps,
- Implementing a statewide longitudinal data system,
- Improving teacher and principal effectiveness, and
- Turning around our lowest-achieving schools.

We are convinced that North Carolina is uniquely qualified to succeed with each of these priorities and to thereby be deemed as a Race to the Top recipient. Our state's unparalleled success includes, but is not limited to, our history of innovation and progress in public schools, our centralized state role in ensuring commitment to academic success in every community, our long-standing tradition of state leaders who make public school progress a top priority, and the unquestionable strength of the framework we already have in place for taking our schools and students to the next level.

We are pleased to offer our organization's support for the goals and commitments of North Carolina's application for the Race to the Top funding, and we stand ready to assist you and other state and local education leaders in meeting our state's obligations to ensure that any RttT investment in North Carolina will be a true success.

Again, we commend your ongoing commitment to strong and thriving public schools in North Carolina, and we look forward to working with you as we continue our state's "Race to the Top" in educational excellence.

Sincerely,

(b)(6) [redacted]

(b)(6) [redacted]

Larry E. Price
President

Bill McNeal
Executive Director

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http:/www.ncasa.net E-mail: info@ncasa.net

NCAE
North Carolina
Association of Educators

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Dr. Richard Miller

January 14, 2010

The Honorable Beverly Perdue
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor:

As you know, the North Carolina Association of Educators (NCAE) has long fought to improve the quality of public schools and the quality of teaching in the state of North Carolina. We have embraced the collaborative effort in putting together the Race to the Top (RTTT) grant application and the honest dialogue about how provisions in the grant impact the classroom.

The NCAE believes that all education stakeholders should constantly be engaged in a conversation about how we transform our public schools so that we are meeting the needs of our citizenry and the demands of an interconnected global economy. We believe that every child has value and that a child and a teacher are more than just a test score. NCAE has long embraced the four key goals in Race to the Top; great teachers and leaders, strong assessments, innovation in the classroom, and turning around low performing schools. In order to truly transform our schools North Carolina must continue to listen to the great educators across our state and to provide them the tools they need to be successful.

The application process has been very collaborative and has included over 20 state NCAE leaders and the engagement of over 100 local affiliate presidents. We are encouraged by the guarantee that we will continue to be at the table as decision are made.

The NCAE has long struggled with issues surrounding tying educator compensation to test scores. We believe that viewing teacher performance only through the lens of a test is unfair to both the student and the teacher. We appreciate the guarantee from you and the State Board of Education that any proposed compensation system will look at multiple measures and will continue to tie compensation to skills, responsibilities, and education level.

We support your work to improve our public school system and with the promise of continued collaboration we support the framework that is outlined in this grant.

Sincerely,

Sheri Strickland
NCAE President

North Carolina Principals & Assistant Principals Association

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January 14, 2010

Governor Bev Perdue
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Honorable Governor Perdue,

The North Carolina Principals and Assistant Principals' Association is pleased to express its full support for our state's Race to the Top grant proposal. We are especially supportive of your ongoing commitment to the professional development of our state's principals and your systemic, innovative and comprehensive approach to improving student results.

We are optimistic about the future of education in our great state under your leadership. North Carolina's educational vision, guided by a history of highly enlightened leadership, is in direct alignment to the vision and mission of our professional association. We commend you for involving us throughout the development of our state's Race to the Top proposal. You have called upon our association to help build and respond to the basic premises of the proposal, and you have gone above and beyond to assure us that we will be involved in developing the implementation details of potentially controversial issues such as those affecting teacher evaluations. We applaud you and your leadership team for their sincere and deliberate efforts to engage all stakeholders.

Our professional association stands ready to work in concert with our state's educational community to realize North Carolina's Race to the Top goals.

Sincerely,

(b)(6) [redacted]

Shirley B. Prince, Ed.D.
NCPAPA Executive Director

1166355

Educ. b
T. Riddle

hardcopy
S. Pockery

CHIEF JUSTICE BURLEY B. MITCHELL, JR. (Ret'd)
State of North Carolina
4301 City of Oaks Wynd
Raleigh, NC 27612

January 5, 2010

Governor Beverly E. Perdue
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

RECEIVED
JAN 07 2010
OFFICE OF THE GOVERNOR

Dear Governor Perdue:

Our state is poised to make major strides as a result of your proposal to the U.S. Department of Education Race to the Top initiative. As the Chairman of the NC New Schools Project, our state's leading secondary school innovation intermediary, I am honored to lend my support to this far reaching effort. During the past six months more than a hundred leaders have participated in the development of an integrated set of strategies that will simultaneously strengthen the capacity of teachers and principals while also building upon North Carolina's early success with school innovation especially in communities and schools serving high needs students.

Over the past six years as the NC New Schools Project has collaborated with the Office of the Governor and the State Board of Education to establish one of the country's leading secondary school innovation and early college high school initiatives. The creation of these schools provides more than ample evidence that building a stronger corps of administrators and teachers is essential for our state to realize high levels of achievement in every community. Further, the use of data and technology for enhanced school accountability and to almost surgically align new approaches to professional development with targeted needs is unprecedented.

Your Race to the Top proposal accomplishes these significant steps and much more. We are especially gratified to see how the proposal will accelerate the next phase of secondary school innovation with an enhanced emphasis on economic and workforce development in those communities with great need. The NC New Schools Project stands ready to support you in moving this effort forward with great enthusiasm. Thank you.

Sincerely,

(b)(6)

Burley Mitchell
Former Chief Justice
NC Supreme Court
and Chairman,
NC New Schools Project, Inc.

WCSR 4286991v1

HOWARD E. MANNING, JR.
SUPERIOR COURT JUDGE
WAKE COUNTY COURTHOUSE
P.O. Box 351
RALEIGH, N.C. 27602
(919)792-4955 (direct)
(919)792-4951 (f)

January 12, 2010

Honorable Beverly Perdue
Governor
State of North Carolina
State Capitol
Raleigh, North Carolina

Re: **North Carolina Race to the Top Application**

Dear Governor Perdue:

Thank you for giving me the opportunity to review the proposed **North Carolina Race to the Top Application.** I have read **all 167 pages** minus the appendices with a view towards measuring the comprehensive reform agenda set forth in the application against the requirements of the ***Leandro*** decision and the North Carolina Constitution's guarantee that each child in North Carolina be provided with the equal opportunity to obtain a sound basic education as hereafter set forth:

The North Carolina Supreme Court's decisions in ***Leandro I*** (346 N.C. 336) on July 24, 1997 and ***Leandro II*** (358 N.C. 605) on July 30, 2004, set in stone, once and for all, the following tenets relating to the Constitutional guarantee to each child of the right to an equal opportunity to obtain a sound basic education:

FIRST: We conclude that Article I, Section 16 and Article IX, Section 2 of the North Carolina Constitution combine to guarantee <u>every child</u> of this state an opportunity to receive a sound basic education in our public schools. For purposes of our Constitution, a 'sound basic education' is one that will provide the student with at least:

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 and training; and**
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.." emphasis added; (*Leandro I p. 347*).....**

SECOND: *Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution, as interpreted by Leandro,* guarantee to each and every child the right to an equal opportunity to obtain a sound basic education requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum:

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

THIRD: The State of North Carolina is **ultimately responsible** for ensuring that the foregoing minimum educational opportunities are available for each and every child in the public schools of North Carolina regardless of where the children are located and the failure of a local school district (LEA) to provide the foregoing minimal educational assets to its children does **not diminish or relieve the State of North Carolina of its ultimate responsibility** for ensuring every child have the equal opportunity to obtain a sound basic education.

FOURTH: That in school districts (LEAs) where children are not being provided with the equal opportunity to obtain a sound basic education, the State must assume responsibility for, and correct, those educational methods and practices

that contribute to the failure to provide children with a constitutionally – conforming education.

FIFTH: That when the State assesses and implements plans to correct educational obligations in the face of a constitutional deficiency in an LEA, or particular school, the solution proposed must ensure competent teachers in classrooms, competent principals in schools and adequate resources to support the instructional and support programs in that school so as to be ***Leandro*** compliant.

The **North Carolina Race to the Top Application** contains, in my opinion, an excellent, comprehensive plan, that if effectively implemented in its entirety, can bring about substantial educational benefits to North Carolina's children, including those at-risk

Without re-inventing the wheel, I am particularly impressed with the **Race to the Top Application**'s reform areas and guidelines that are focused on:

1. 21st Century curriculum standards.
2. Emphasis and insistence on the universal use of formative, diagnostic, benchmark and summative assessments and data to drive instruction.
3. The implementation, already in process in North Carolina, of new professional standards and evaluation for teachers and administrators which will ultimately be tied to accountability for student performance.
4. Utilization of 21st Century data systems statewide
5. Utilization of technology and evaluations which will improve teaching, individual learning by children, policy decisions, and evaluations.
6. Emphasis on improving teacher quality, teacher education and thereby improving student achievement for children.
7. Emphasis on improving low performing schools whether they are urban or suburban schools by increasing the quality of teaching and the quality of leadership in those schools – which is a problem that I am having to deal with on an on-going basis.

In the interest of the shortness of life, I am going to have to stop. Suffice it to say that the **Race to the Top Application** sets forth focused goals and objectives for education reform that will greatly improve educational opportunity for students so that the North Carolina Constitution and ***Leandro*** promise to provide every child in North Carolina with an equal opportunity to obtain a sound basic education can finally be realized and I can close this case. I hope that North Carolina wins the race.

Sincerely,

(b)(6) [redacted]

Howard E. Manning, Jr.

To Whom it May Concern:

As teacher leaders in the state of North Carolina, we support our state's goal of preparing all students to graduate from high school being college and career ready. In addition, we recognize that North Carolina is on the forefront in reference to many education initiatives including, but not limited to, aligned educator evaluation instruments, the Accountability and Curriculum Reform Effort (ACRE), and our efforts in turning around the lowest achieving schools.

Therefore, as Regional and State Teachers of the Year and Milken Educators, we enthusiastically support North Carolina's application for the Race to the Top Grant. We are excited about the possibilities that these funds will afford our students and the impact this type of support will have on student achievement in our state.

Do not hesitate to contact us if you would like further evidence of our support for our Superintendent, Dr. June Atkinson, and our Department of Public Instruction as we work diligently in North Carolina to make a difference in the lives of children.

Sincerely,

Cindi Rigsbee 08-09 North Carolina Teacher of the Year Gravelly Hill Middle School Orange County Schools	**Jessica Garner** 09-10 North Carolina Teacher of the Year Porter Ridge High School Union County Schools
Martha Anderson 09-10 Sandhills/South Central Region Teacher of the Year Washington Street Elementary Richmond County Schools	**Paige Elliott** 08-09 North Central Region Teacher of the Year Fuquay-Varina High School Wake County Schools
Nicole Murray 09-10 Southeast Regional Teacher of the Year James Kenan School of Engineering Duplin County Schools	**Trisha Muse** 08-09 Sandhills/South Central Region Teacher of the Year Page Street Elementary Montgomery County Schools
Ruth Ann Parker 08-09 Southeast Region Teacher of the Year Clinton High School Clinton City Schools	**Renee Peoples** 08-09 West Region Teacher of the Year West Elementary Swain County Schools
Janice Raper 08-09 Northwest Region Teacher of the Year Hurley Elementary School Rowan-Salisbury Schools	**Sonya Rinehart** 08-09 Northeast Region Teacher of the Year John Holmes High School Edenton-Chowan Public Schools
Robert Turner 09-10 Northwest Region Teacher of the Year Grandview Middle School Hickory Public Schools	**Bernard Waugh** 08-09 Southwest Region Teacher of the Year Kannapolis Intermediate School Kannapolis City Schools
Bryan Holley 2008 Milken Educator Corinth Holder Elementary School Johnston County Schools	**Cynthia Rudolph** 2009 Milken Educator Hopewell High School Charlotte Mecklenburg Schools

Golden LEAF
FOUNDATION

(LONG-TERM ECONOMIC ADVANCEMENT FOUNDATION)

JESSIE THOMAS BUNN
CHAIRMAN OF THE BOARD

DAN GERLACH
PRESIDENT

January 14, 2010

The Honorable Beverly Perdue
Governor, State of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-301

Dear Governor Perdue:

The Golden LEAF Foundation is pleased to show our support through this endorsement for North Carolina's Race to the Top proposal. We are pleased to have participated in the process used to craft North Carolina's proposal and feel it builds on several innovative efforts undertaken by the State, including the NC Learning Technology Initiative.

Please share our appreciation to the many folks and organizations that contributed to the effort over the past 9 months, especially those that did much of the heavy lifting like the staff of NC State University's Friday Institute for Educational Innovation. The development team consistently offered opportunities for participation in the process and input into the design of the document from a broad group of stakeholders. We greatly appreciate the level of engagement offered to Golden LEAF and other organizations working to improve education here in NC.

The proposal draws on innovative practices that we feel are important to the creation of a 21st Century skilled workforce critical to sustaining and growing economically competitive communities across our great state, especially in rural areas that are of great interest to the foundation. Golden LEAF is also pleased that the work proposed in the Race to the Top application is an extension of our investment of more than $10 million to support the development of effective models for deploying technology to students and teachers through the One-to-One initiative.

Thank you for the strong leadership you displayed in assembling such a strong and diverse team of leaders to spearhead the effort. We look forward to working with you to carry out this and other efforts to produce a globally competitive workforce to drive economic growth.

With kindest regards,

(b)(6) [redacted]

Dan Gerlach
President

(b)(6) [redacted]

Mark Sorrells
Senior Vice President

301 NORTH WINSTEAD AVENUE • ROCKY MOUNT, NC 27804 • (252) 442-7474 • (888) 684-8404 • FAX (252) 442-7404
www.goldenleaf.org • Email: info@goldenleaf.org

DUKE UNIVERSITY MEDICAL CENTER & HEALTH SYSTEM

Victor J. Dzau, M.D.
Chancellor for Health Affairs, Duke University
President and Chief Executive Officer, Duke University Health System

December 22, 2009

Governor Beverly Eaves Perdue
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear ~~Governor~~ Bev Perdue:

Duke Medicine is a proud partner in efforts to transform secondary education in North Carolina and your Race to the Top proposal offers promise for accelerating progress in every corner of the state. As a global leader for quality healthcare, Duke Medicine recognizes the vital importance of human capital development to quality healthcare *and* quality education. The Race to the Top proposal will build a powerful new pipeline for teacher and administrator quality based upon data and effective school-based professional development as part of a comprehensive approach to creating highly effective schools in every community.

Duke Medicine is proud to partner with you and your education agenda. For five years we have been involved with the Durham Public Schools' City of Medicine Academy (CMA). Duke Medicine has funded scholarships for students who have graduated from the academy and enrolled in a four-year college. Our faculty and staff are volunteering at the academy. It was my pleasure to work with the Durham County and Durham Public Schools to provide land located on the campus of Durham Regional Hospital for the building of a new high school that will house the CMA. This location will afford a greater opportunity for the students to have internships at the hospital and for staff to spend time at the school. We are proud that twelve of the students had internships at our hospitals this past summer. The North Carolina New Schools Project will enhance the CMA's goals to educate and train a quality health care workforce. The school will have the opportunity to incorporate leading STEM practices, including the National Academy of Engineers "Grand Challenges" initiative, which will support the creation of health- themed secondary schools across the state. In coming years a robust network of health and life sciences schools in each of the state's economic development regions will be connected to higher education, medical centers, research organizations, and other health related industries. These schools will also benefit from your

DUMC 3701 • Durham, NC 27710 • tel (919) 684-2255 • fax (919) 681-7020 • victor.dzau@duke.edu

considerable leadership for internet connectivity to ensure that every teacher and student will have access to the best available curriculum and peer support.

The Race to the Top proposal will facilitate a broad range of school quality and STEM-related initiatives that will all intersect with your agenda for economic development. The proposal will ultimately create jobs and a new generation of entrepreneurs fully prepared to lead in the years to come.

On behalf of Duke Medicine, I am pleased to join in endorsing your Race to the Top proposal and to assist with advancing school innovation in North Carolina.

Sincerely,

Best regards!

(b)(6)

[redacted]

Victor J. Dzau, M.D.

Cc: MaryAnn Black
Tony Habit (CMA)
Hank Hurd (DPS)
Elizabeth Shearer (CMA)

State of North Carolina
Office of the Lieutenant Governor

WALTER H. DALTON
LIEUTENANT GOVERNOR
lt.gov@nc.gov

20401 MAIL SERVICE CENTER
RALEIGH, NC 27699-0401
TELEPHONE: (919) 733-7350

January 14, 2010

The Honorable Beverly Perdue
Governor, State of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue,

It is with great pleasure that I endorse and lend my support to North Carolina's Race to the Top proposal to strengthen our public schools. With this effort, you join a line of great education governors who have made North Carolina a national leader in educational reform. I believe the proposal you have so skillfully assembled will strengthen a system of public education that already has come a long way toward delivering a sound education to all of its public school students.

I am particularly pleased with the commitment in this proposal to reducing the dropout rate, enhancing science, technology, engineering and math education, and turning around our lowest-performing schools. All of these efforts are going to help prepare our young people more fully for 21st Century jobs.

As you know, I am a strong believer in early college high schools that enable our young people to earn an advanced technical degree at an accelerated pace or get a head start on their four-year college degree. I was pleased to see this concept recognized and supported in the state's proposal. I also wholeheartedly support efforts to close the achievement gap, support teachers in our hard to staff rural schools and improve the state's ability to recognize and reward excellent teaching and leadership. I am pleased to see that all of these objectives are advanced in our state's Race to the Top proposal, and I'm confident that if funded, this endeavor will be of benefit to North Carolina citizens for many years to come. Please let me know if there is anything I can do to help advance this proposal.

Most Sincerely,

(b)(6)

Walter Dalton
Lieutenant Governor

LOCATION: 310 NORTH BLOUNT STREET, RALEIGH, NC 27601
FAX: 919-733-6595

at&t

Cynthia G. Marshall
President
AT&T North Carolina

Suite 800
150 Fayetteville St. Mall
Raleigh, NC 27601-1395

T: 919 835-1267
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cynthia.marshall@att.com

January 13, 2010

The Honorable Beverly Perdue
Governor of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue:

AT&T has long had a strong and unwavering commitment to supporting efforts to improve education, opening doors of opportunity for all students and helping them achieve academic and personal success. We share your belief in young people and in the lasting and life-changing benefits of education. We have been excited by your vision and leadership and look forward to continuing to partner with you and your team in the Race to the Top initiative.

The four priority goal areas covered by the Race to the Top application are foundational elements to the education reform and improvement initiatives which you and your predecessors have championed. It was encouraging to see that indicators to which North Carolina has looked will now be benchmarks on the national stage.

At AT&T, we believe that investing in a well-educated workforce may be the single most important thing we can do to help America remain the leader in a digital, global economy. There is no better way to impact a community than through the education of its children. That is why we launched AT&T Aspire, a philanthropic program to help strengthen student success and workforce readiness, connecting the dots between what students learn in school and the skills they need in the workplace. It is why we have adopted a Charlotte Elementary school where nearly 100% of the students were below the poverty line and where our employees, alongside Communities in Schools, are helping build a culture of learning and academic excellence. It is why we work with your administration in sponsoring the AT&T Teacher of the Year program and why we support many other initiatives around the state.

Of all the states which will submit funding applications, I believe we present a unique and exciting opportunity for the Race to the Top program. You are the most recent in a long line of visionary North Carolina leaders, including former Governor Jim Hunt and former UNC President Bill Friday. We have a track record of "out-of-the-box" thinking leading to innovative programs such as the New Schools Project. We have exceptional teachers and administrators. And we are committed to public-private partnerships that bring together the public and private sectors to address issues, implement solutions and positively impact the lives of all citizens.

USA Proud Sponsor of the U.S. Olympic Team

at&t

Governor, on behalf of AT&T North Carolina, I am pleased to assure you of our support for the goals and commitments of North Carolina's application for the Race to the Top funding. We want to help ensure that Race to the Top investment in North Carolina is a success and we are ready to assist you in bringing that about. We believe you are right on track and are providing precisely the policy our state needs now.

As you have heard me say in many settings, I firmly believe we must consider every child "at risk," for they are "at risk" of achieving something great. That is why I hope that North Carolina will not think of this opportunity simply as Race to the Top, but instead think of it as the Race to the Top... and BEYOND!

Thank you for your leadership and your dedication to education reform and excellence. This is a tremendous opportunity to take North Carolina's education processes and our students to a new level. We are anxious to be with you on the journey. We are ready – we are set – let's go.

Sincerely,

(b)(6)

Cynthia G. Marshall

USA Proud Sponsor of the U.S. Olympic Team

American Federation of Teachers / North Carolina

Dianne Jackson President | **Donna Parke** Vice President | **Thomas Brown** Treasurer | **Thomas Hefner** Secretary

January 8, 2010

Dear North Carolina Education Leaders,

As president of American Federation of Teachers/North Carolina, I am writing to support North Carolina's Race to the Top application. I believe that this grant has the potential to greatly improve education for the children of North Carolina.

Our organization is fully supportive of the principles of Race to the Top, including the focus on improving standards and assessments; building data systems; recruiting, developing, and retaining high quality principals and teachers, and turning around the lowest achieving schools. Of course, we also appreciate that the U.S. Department of Education's acknowledgement that in order for reforms to succeed, they must be designed and developed with full partnership with teachers. Thus, as a state federation president, I am happy to sign onto a MOU that indicates that if North Carolina is awarded a Race to the Top grant, the leadership of AFT/NC will collaborate in good faith with local superintendents to develop and implement these initiatives.

Sincerely,

(b)(6) [redacted]

Dianne J. Jackson, President
American Federation of Teachers/North Carolina

P.O. Box 5235 • Chapel Hill, NC 27514-5002
Phone (919) 933-7598 • Fax (919) 542-4922