



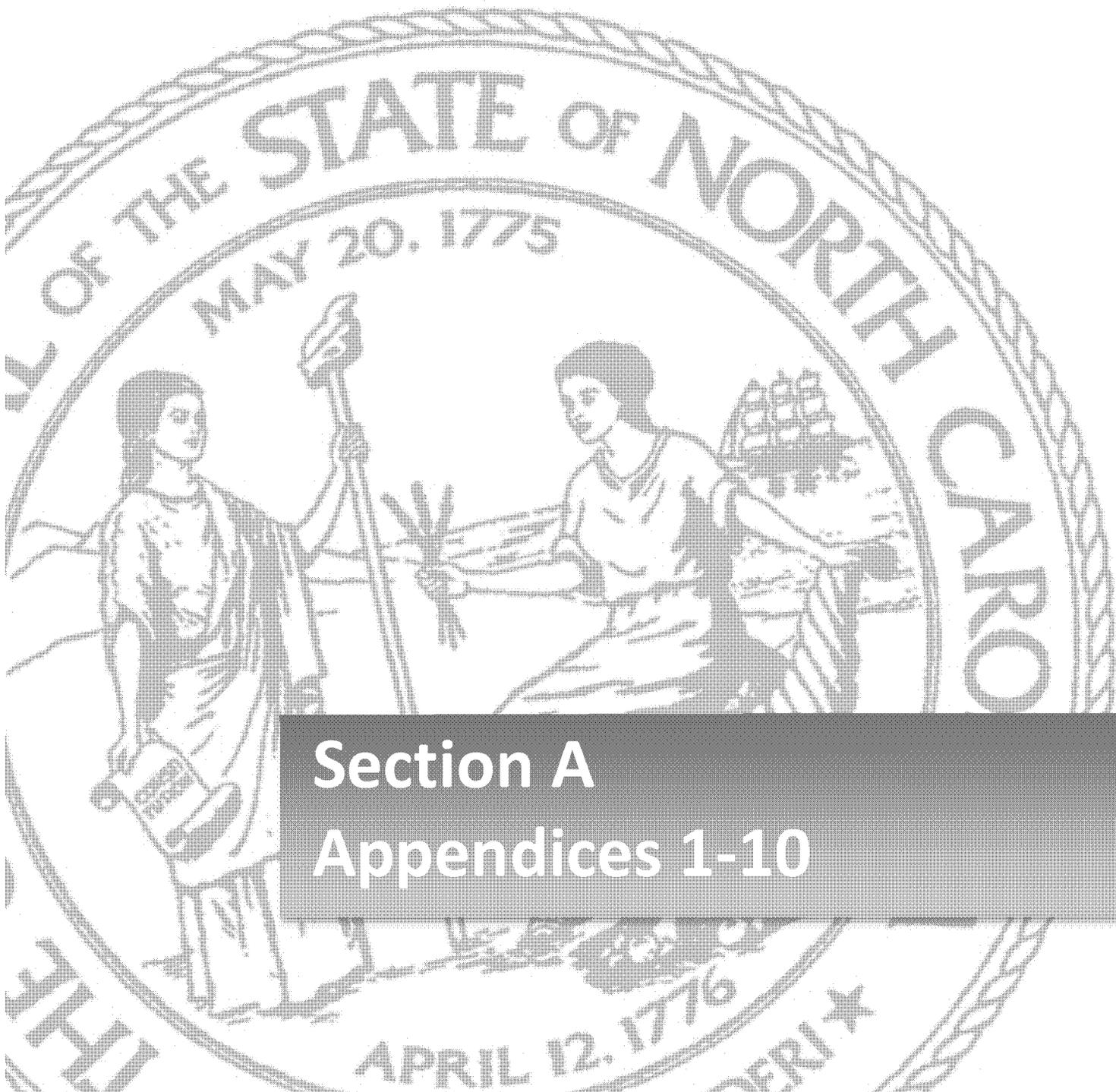
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Section A
Appendices 1-10

NC STATE BOARD OF EDUCATION FUTURE-READY GOALS

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.

Goal 1: NC public schools will produce globally competitive students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- 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.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

Goal 2: NC public schools will be led by 21st Century professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- 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 receive preparation in the interconnectedness of the world with knowledge and skills, including language study. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

Goal 3: NC public school students will be healthy and responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility, and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Goal 4: Leadership will guide innovation in NC public schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

Goal 5: NC public schools will be governed and supported by 21st Century systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

Goals approved by the North Carolina State Board of Education on September 7, 2006.

Sub-Group Targets and Gap Closure

		Baseline	2010	2011	2012	2013 Target	2014	2015 Target
NAEP Categories								
NAEP reading, grade 4 (Baseline=2009)	White	230		233		238		243
	Black	204		209		217		227
	Hispanic	204		209		217		227
	Asian/ Pacific Island	241		244		250		255
	American Indian	202		207		215		225
	Economically Disadvantaged	205		210		218		228
	(Not Economically Disadvantaged)	233		236		241		246
	Students with Disabilities	187		192		200		210
	(Students without Disabilities)	224		227		232		237
NAEP reading, grade 8 (Baseline=2009)	White	270		273		278		283
	Black	243		248		256		266
	Hispanic	249		254		262		272
	Asian/ Pacific Island	272		275		280		285
	American Indian	235		240		248		258
	Economically Disadvantaged	245		250		258		268
	(Not Economically Disadvantaged)	271		274		279		284
	Students with Disabilities	221		226		234		244
	(Students without Disabilities)	264		267		272		277
NAEP math, grade 4 (Baseline=2009)	White	254		257		262		267
	Black	226		231		239		249
	Hispanic	236		241		249		259
	Asian/ Pacific Island	259		262		267		272
	American Indian	232		237		245		255
	Economically Disadvantaged	232		237		245		255
	(Not Economically Disadvantaged)	255		258		263		268
	Students with Disabilities	224		229		237		247
	(Students without Disabilities)	255		258		263		268
NAEP math, grade 8 (Baseline=2009)	White	297		300		305		310
	Black	262		267		275		285
	Hispanic	274		279		287		297
	Asian/ Pacific Island	311		314		319		324
	American Indian	256		261		269		279
	Economically Disadvantaged	268		273		281		291
	(Not Economically Disadvantaged)	298		301		306		311
	Students with Disabilities	251		256		264		274
	(Students without Disabilities)	298		301		306		311

Sub-Group Targets and Gap Closure, Cont.

Sub-Group Targets and Gap Closure, Cont.

		Baseline	2013 Target	2015 Target
		Gap		
NAEP Categories				
NAEP reading, grade 4 (Baseline=2009)				
	White-Black Gap	26	21	16
	White-Hispanic Gap	26	21	16
	White-Asian Gap	---	---	---
	White-AmerInd Gap	28	23	18
	Non-ED-ED Gap	28	23	18
	Non-SWD-SWD Gap	37	32	27
NAEP reading, grade 8 (Baseline=2009)				
	White-Black Gap	27	22	17
	White-Hispanic Gap	21	16	11
	White-Asian Gap	---	---	---
	White-AmerInd Gap	35	30	25
	Non-ED-ED Gap	26	21	16
	Non-SWD-SWD Gap	33	28	23
NAEP math, grade 4 (Baseline=2009)				
	White-Black Gap	28	23	18
	White-Hispanic Gap	18	13	8
	White-Asian Gap	---	---	---
	White-AmerInd Gap	22	17	12
	Non-ED-ED Gap	23	18	13
	Non-SWD-SWD Gap	31	26	21
NAEP math, grade 8 (Baseline=2009)				
	White-Black Gap	35	30	25
	White-Hispanic Gap	23	18	13
	White-Asian Gap	---	---	---
	White-AmerInd Gap	41	36	31
	Non-ED-ED Gap	30	25	20
	Non-SWD-SWD Gap	47	42	37

**Sub-Group Targets and Gap Closure, Cont.
NC Race To The Top Application**

	Baseline	2010-2011	2011-2012	2012-2013	2013-14 Target	2014-2015	2015-2016	2016-17 Target
Graduation Rate Categories								
4-year rate								
White	77.7%	79%	81%	83%	86%	88%	89%	90%
Black	63.2%	65%	68%	71%	75%	78%	80%	81%
Hispanic	58.9%	61%	64%	67%	71%	74%	76%	77%
Asian/ Pacific Island	83.6%	85%	87%	89%	92%	94%	95%	96%
American Indian	60.0%	61%	63%	66%	70%	73%	75%	76%
Economically Disadvantaged	61.8%	63%	65%	68%	72%	75%	77%	78%
Students with Disabilities			-- N/A --				-- N/A --	
College Readiness								
SAT & AP								
Average SAT composite								
White	1063	1065	1067	1071	1075	1077	1079	1080
Black	855	862	871	880	889	896	901	906
Hispanic	963	967	973	981	989	996	1001	1006
Asian/ Pacific Island	1075	1077	1079	1083	1087	1089	1091	1092
American Indian	913	920	929	938	947	955	960	965
Economically Disadvantaged			-- N/A --				-- N/A --	
Students with Disabilities			-- N/A --				-- N/A --	
Graduates scoring 3 or above on one or more AP exams								
White			-- N/A --				-- N/A --	
Black	6.2%	7%	8%	10%	12%	14%	16%	18%
Hispanic	4.1%	5%	6%	8%	10%	12%	14%	16%
Asian/ Pacific Island			-- N/A --				-- N/A --	
American Indian	0.5%	2%	3.5%	5.5%	7.5%	10%	12%	14%
Economically Disadvantaged			-- N/A --				-- N/A --	
Students with Disabilities			-- N/A --				-- N/A --	
Proportion of freshmen enrolled in at least one remedial course			-- N/A --				-- N/A --	
College Enrollment								
Percentage of high school graduates			-- N/A --				-- N/A --	

Note: N/A = Baseline data for sub-groups not available

Model Participating LEA Memorandum of Understanding

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

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(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

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Suppr. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	Y

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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
Mooreville 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

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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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	Y

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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	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	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	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	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	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	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	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	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	Y	N/A

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



**North Carolina State Board of Education
January 6, 2010**

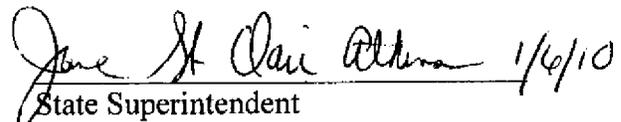
As a part of approving the Race to the Top application:

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.


Chairman
North Carolina State Board of Education


State Superintendent
North Carolina Department of Public
Instruction

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 Initiatives¹

A. State Success Factors

Studies of Overall Impacts and Effectiveness of NC RttT Statewide

B. Standards and Assessment

B3: Supporting the Transition to Enhanced Standards and High Quality Assessments Evaluation Matrix

C. Data Systems to Support Instruction

C3: Instructional Improvement System Evaluation Matrix

D. Great Teachers and Leaders

D2: Improving Teacher and Principal Effectiveness Based on Performance Evaluation Matrix

D3: Ensuring Equitable Distribution of Effective Teachers and Principals Evaluation Matrix

D5: Providing Effective Support to Teachers and Principals Evaluation Matrix

E: Turning Around the Lowest-Achieving Schools

E2: 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.

A. State Success Factors

Studies of Overall Impacts and Effectiveness of RttT Statewide

In addition to monitoring implementation and progress towards specified RttT Targets (to be overseen by the RttT leadership team), North Carolina will conduct evaluations that will provide information about the implementation, outcomes, and sustainability of strategies, policies, and programs related to individual RttT initiatives (see Evaluation Matrices, below). The Evaluation Team also will conduct studies of overall, cross-initiative impacts, with an eye toward understanding variations in the implementation of combinations of strategies across the 115 LEAs and the relationship between these variations and improved student outcomes. Evaluation staff will plan and conduct studies annually to inform statewide progress in each of the five areas below. The focus is on describing the extent to which key projected statewide RttT impacts occur and, where possible, understanding the factors that facilitate progress. At the end of the grant period, a final evaluation report will summarize studies conducted in the following areas:

1. ***Enhancing LEA Capacity in ARRA areas and Overall Progress toward Measurable Goals:*** Studies will examine relationships between the perceived utility of state support provided, the extent of LEA buy-in and implementation of initiatives (as described in Sections B, C, D, and E), and the amount of progress made across all 115 LEAs toward the RttT Targets identified in Table 1 (Section A) and Appendix 3;
2. ***Strengthening the Education Workforce:*** Studies will describe longitudinal data related to teacher and principal preparation, induction, working conditions, retention, and evaluation at both the LEA and State levels;
3. ***Improving the Lowest-Achieving Schools and Districts:*** Studies will describe the longitudinal achievement gains for all schools statewide that scored below the 50% composite performance level either at the start of the grant period or during that period;
4. ***Reducing Inequities Between High- and Low-Poverty LEAs (and Schools within LEAs):*** Studies will examine the relationship between policies and strategies used and progress made in alleviating the inequitable distribution of resources across LEAs, as well as within LEAs (such as distribution of effective teachers and leaders, distribution of shortage area teachers, *etc.*); and

5. ***Reducing the Achievement Gap:*** Studies will examine the extent of progress toward RttT targets (NAEP achievement in math and reading, high school graduation rates, college readiness/remediation, college enrollment) by subgroups of students (*e.g.*, African-American, Hispanic, low income), where significant progress by subgroups is occurring, and what strategies are in place in those locations.

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

Evaluation Questions	Data Sources	Timeline
<i>Implementation/Process</i>		
To what extent do teachers in various grade levels/subject areas report having accessed or received useful, high-quality tools (<i>e.g.</i> , rich examples of assessment tasks and items, classroom examples/video vignettes) and/or having participated in useful state-offered professional development to support them in developing a deep, specific understanding of the standards and effective use of assessments?	<ul style="list-style-type: none"> • Quantitative: Teacher Survey about experiences in implementing new standards • Qualitative: Interviews in random sample of low achieving schools 	Based on initiative timeline
How effective are the state’s role-differentiated professional development approaches in meeting the varied needs of LEA staff, principals, and instructional leaders who work with teachers?	<ul style="list-style-type: none"> • Quantitative: Online questionnaires • Qualitative: Interviews in stratified, random sample of LEAs 	Based on initiative timeline
<i>Outcomes</i>		
To what extent do teachers teach to and assess students’ performance on the new Common Core Standards?	<ul style="list-style-type: none"> • Quantitative: Teacher and Principal Survey about experiences in implementing new standards and other TBD (curricular monitoring) measures of teachers’ implementation of standards • Qualitative: Interviews in random sample of low-performing LEAs/schools 	Based on initiative timeline
<i>Cost-Benefit/Sustainability</i>		
Is there evidence that LEAs in the state have developed the capacity to support their schools, including their lowest-performing schools, in implementing the state standards?	<ul style="list-style-type: none"> • Surveys and site visits/interviews (random sample of LEAs) • Online questionnaires 	Year 4
What are the costs of developing the tools and delivering the training, and what are the benefits?	<ul style="list-style-type: none"> • Project and state budget allocations • Evaluation data over time 	Year 4

C. Data Systems to Support Instruction
C.3: Impact of Instructional Improvement Systems Evaluation Matrix

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
What is the evidence that the components of the Instructional Improvement System are being used as intended by those piloting and initially implementing?	<ul style="list-style-type: none"> Quantitative and Qualitative: Surveys and interviews/focus groups with networked database system users' (principals, teachers, parents) 	To be collected both in pilot and full implementation stages
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?		
Outcomes		
What is the impact of Statewide professional development on the use of the Instructional Improvement System on teachers and students?	<ul style="list-style-type: none"> Quantitative: Experimental study of the impact of the professional development on reading and math teachers' proficient use of the system, changes in instructional practices and student engagement and math achievement? 	Based on initiative timeline (projected for Year Three/Four)
What unintended outcomes, if any, are associated with this project, and how are they addressed (if identified)?	<ul style="list-style-type: none"> Quantitative and Qualitative: Surveys and interviews during piloting and full implementation phases 	Based on initiative timeline
Cost-Benefit/Sustainability		
What is the evidence that LEAs in the state have developed the capacity to support their schools, including their lowest-performing schools, in using data to improve instruction?	<ul style="list-style-type: none"> Surveys and interviews (random sample of LEAs and schools) Budget allocations Interviews (state staff) 	Year 4
Are there sufficient financial and human resources to continue support in this area?		
What are the costs of developing the networked database and professional development tools and what are the benefits?	<ul style="list-style-type: none"> Project and state budget allocations Evaluation data over time 	Year 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		
Who trains in Regional Leadership Academies, and to what extent are graduates placed and retained in high-poverty/high-minority/low-performing school settings?	<ul style="list-style-type: none"> Project records 	Annually
NC Teacher Corps: How effective are the various strategies used in recruiting, preparing, and supporting candidates from NC colleges and universities to teach in rural LEAs with low-achieving schools?	<ul style="list-style-type: none"> Quantitative and qualitative: Project records, surveys, participant data, and interviews. 	Years 2-4
Induction Program: How effective is each component in preparing the new teachers to address the learning needs of their students?	<ul style="list-style-type: none"> Quantitative and qualitative: Project records, surveys, participant data, and interviews. 	Years 2-4
Outcomes		
Regional Leadership Academies: Do principals trained in an RLA lead high-poverty, high-minority schools toward higher achievement than do new principals in similar schools?	<ul style="list-style-type: none"> Quasi-experimental study comparing principals trained to principals not trained in similar school settings 	Year 3
NC Teacher Corps: What proportion of recruited teachers in targeted LEAs remains after two or more years, and how does the retention rate and effectiveness compare to that of teachers in the same LEAs who enter via other routes?	<ul style="list-style-type: none"> CEDARSteacher data Project records State end-of-course student data and other student achievement measures 	Year 4
Induction Program: Does the Induction Program results in improved retention and effectiveness of the teachers involved?	<ul style="list-style-type: none"> CEDARS teacher data State end-of-course student data and other student achievement measures 	Years 2-4
To what extent are effective teachers and principals and positive Teacher Working Conditions more equitably distributed across LEAs and schools over time?	<ul style="list-style-type: none"> CEDARS data (teacher data) TEP and PEP results Teacher Working Conditions Survey State end-of-course student data and other student achievement measures 	Trends over time

Cost-Benefit/Sustainability

What is the evidence that strategic staffing efforts (providing experienced, highly qualified staff where they are needed most) and targeted recruitment and training initiatives for high-poverty schools will be maintained after the grant ends? Are there sufficient financial and human resources to continue?

- Quantitative and qualitative: Surveys and interviews with high poverty, low achieving school/LEA leaders and their collaborative partners
- State and LEA budget allocations
- State end-of-course student data and other student achievement measures

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
<i>Implementation/Process</i>		
<p>To what extent is the State establishing a sustainable professional development infrastructure (including a leadership cadre distributed in eight regional settings across the state, training of Professional Development Leaders, conducting principal institutes, a technology infrastructure, and regular evaluations of the impact of professional development activities)?</p> <p>To what extent are state offerings perceived as focused, strategic, and coordinated by LEA staff?</p>	<ul style="list-style-type: none"> Quantitative and qualitative: Surveys of state PDI staff, recruited Professional Development Leaders, and LEA PD staff and principals receiving services; interviews in stratified random sample of LEAs; artifact review. 	Annually
<i>Outcomes</i>		
<p>To what extent have LEAs increased their capacity to coordinate and support professional development as a result of <i>RttT</i> activities?</p>	<ul style="list-style-type: none"> Qualitative: Review of professional development action plans and interviews with staff in LEAs with low-performing schools 	Annually
<p>How effective are selected, highly valued, state-provided professional development programs in obtaining desired outcomes?</p>	<ul style="list-style-type: none"> Quantitative: Small experimental studies comparing outcomes for participants randomly assigned to participate/not participate 	TBD
<i>Cost-Benefit/Sustainability</i>		
<p>What evidence is there that LEAs can continue planning effectively for professional development?</p> <p>Are additional resources needed to address unmet priorities?</p>	<ul style="list-style-type: none"> Quantitative and qualitative: Surveys and interviews with random sample of high poverty, low achieving LEA/school staff 	Years 3 and 4

**E2: Turning Around Lowest-Achieving Schools (TALAS)
Evaluation Matrix**

Evaluation Questions	Data Sources	Timeline
Implementation/Process		
How effectively implemented were the strategies and options available through the District and School Turnaround process?	<ul style="list-style-type: none"> • Project records • Interviews/surveys with targeted schools and their LEAs 	Annually
How many Anchor Schools for the STEM Schools Network were developed, in what theme areas, and serving how many high-poverty or other high-need students?	<ul style="list-style-type: none"> • Quantitative and qualitative: CEDARS student data, project records, interviews/surveys 	As timeline indicates
What types and levels of support for peer schools did Anchor Schools provide?		
Outcomes		
Which strategies and options for the targeted turnaround schools were most and least effective, in terms of raising student achievement and other success indicators?	<ul style="list-style-type: none"> • Interviews/surveys of principals/other key stakeholders • CEDARS student data 	Years 2, 3 and 4
What percent of the schools that met the persistently lowest-achieving criterion (<i>i.e.</i> , more than 50% of students' test scores on state assessment are below proficient) are well above the 50% composite measure by SY 2013-14?	<ul style="list-style-type: none"> • CEDARS student data 	Year 4
What unintended outcomes, if any, are associated with this initiative?	<ul style="list-style-type: none"> • Interviews and other data sources 	Annually
Cost-Benefit/Sustainability		
What funds will sustain the Anchor Schools after RttT?	<ul style="list-style-type: none"> • Interviews 	Years 3 and 4
To what extent has capacity in the LEAs with low-performing schools been established such that school performance, if improved, can be maintained?	<ul style="list-style-type: none"> • Interviews/surveys in targeted LEAs 	Years 3 and 4

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.

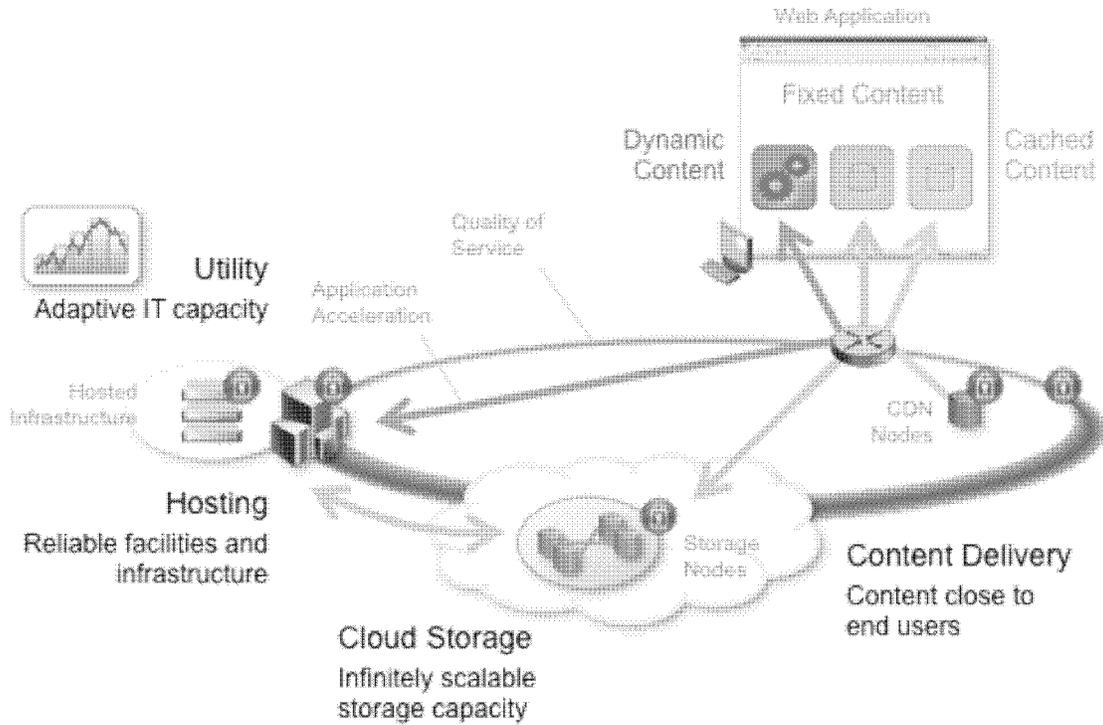
Recent advances in virtualization and cloud computing have led to competitive service provider offerings of infrastructure as a service (IaaS). Amazon, AT&T, IBM, Microsoft and a number of others have public cloud solutions that provide for both persistent (24x7x365) and on-demand hosted infrastructure 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	<p>Leverage server virtualization to deploy logical servers</p> <p>Provide single server instances to support common services across LEAs</p> <p>Automatically scale server and storage resources to meet demand.</p>	<u>80%</u> utilization of infrastructure resources
Decrease cost	<p>Purchase infrastructure as a service</p> <p>Pay based on usage for all non-persistent services</p> <p>Shift power, cooling, backup and the like to the cloud</p>	Cut aggregate server infrastructure costs in <u>half</u>
Increase number of LEA technical staff supporting instruction	<p>Transition server hosting and management to cloud providers</p> <p>Transition infrastructure planning and provider management to MCNC</p>	Free up on average <u>one</u> 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 systems². 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.

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.

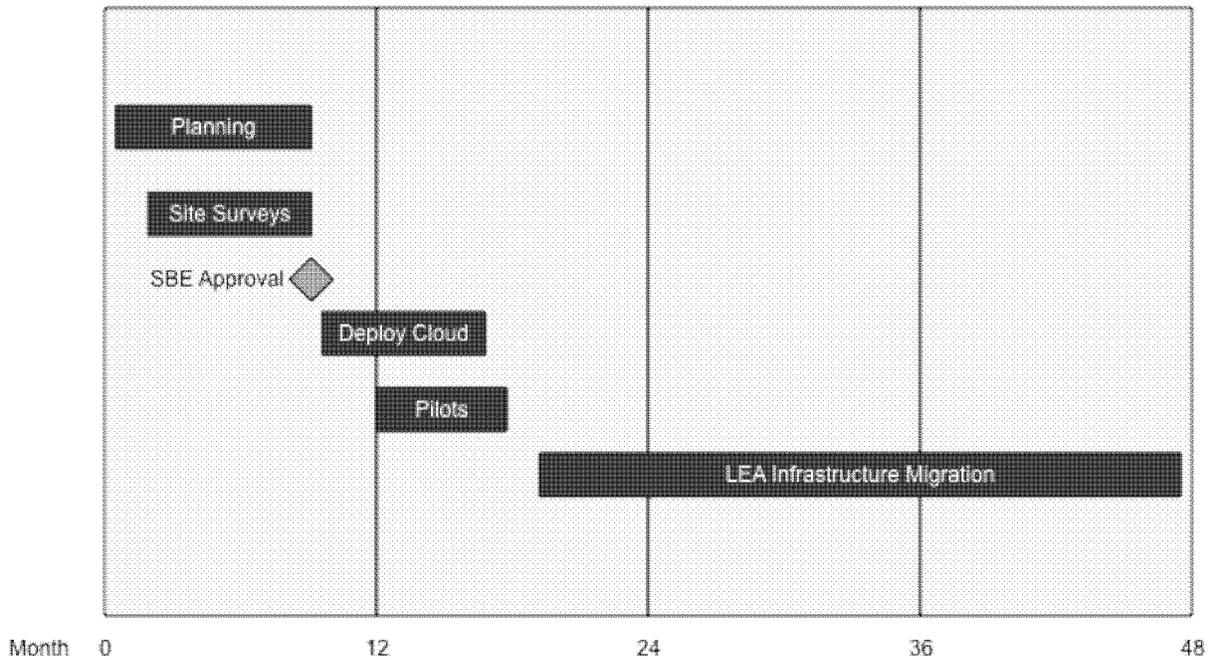
5. Implementation Setting

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





AFT, AFL-CIO

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,

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



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Sheri M. Strickland

Vice President

Rodney Ellis Sr.

Executive Director

Scott Anderson

Associate

Executive Director

Dr. Kelvin L. Spragley

Deputy

Executive Director

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.

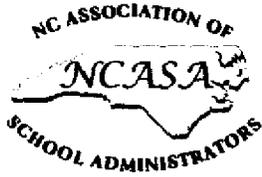
The application process has been very collaborative and has included over 20 state NCAE leaders and the engagement of over 100 local affiliate presidents. We are encouraged by the guarantee that we will continue to be at the table as decision are made.

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



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 (RtT) 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 RtT 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,

Handwritten signature of Larry E. Price in cursive.

Larry E. Price
President

Handwritten signature of Bill McNeal in cursive.

Bill McNeal
Executive Director



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:

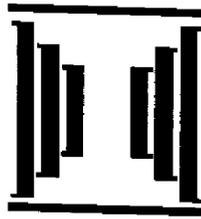
As President of the North Carolina Association of Teacher Assistants, I want to express NCATA's support of North Carolina's application for the federal Race to the Top funds. We understand that the state is applying for a grant from the U.S. Department of Education to improve the quality of education 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



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

R. SCOTT RALES, Ph.D.
PRESIDENT

January 14, 2010

- ALAMANCE COMMUNITY COLLEGE
- ASHEVILLE-SUNCOMBE TECHNICAL COMMUNITY COLLEGE
- BEAUFORT COUNTY COMMUNITY COLLEGE
- BLADEN COMMUNITY COLLEGE
- BLUE RIDGE COMMUNITY COLLEGE
- BRUNSWICK COMMUNITY COLLEGE
- CAIDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE
- CAPE FEAR COMMUNITY COLLEGE
- CARRETT COMMUNITY COLLEGE
- CATAWBA VALLEY COMMUNITY COLLEGE
- CENTRAL CAROLINA COMMUNITY COLLEGE
- CENTRAL PIEDMONT COMMUNITY COLLEGE
- CLEVELAND COMMUNITY COLLEGE
- COASTAL CAROLINA COMMUNITY COLLEGE
- COLLEGE OF THE ALBEMARLE
- CRAVEN COMMUNITY COLLEGE
- DAVIDSON COUNTY COMMUNITY COLLEGE
- DURHAM TECHNICAL COMMUNITY COLLEGE
- EDGEcombe COMMUNITY COLLEGE
- FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
- FORSYTH TECHNICAL COMMUNITY COLLEGE
- GASTON COLLEGE
- GUILFORD TECHNICAL COMMUNITY COLLEGE
- HALIFAX COMMUNITY COLLEGE
- HAYWOOD COMMUNITY COLLEGE
- ISOTHERMAL COMMUNITY COLLEGE
- JAMES SPRUNT COMMUNITY COLLEGE
- JOHNSTON COMMUNITY COLLEGE
- LENOIR COMMUNITY COLLEGE
- MARTIN COMMUNITY COLLEGE
- MAYLAND COMMUNITY COLLEGE
- MCDOWELL TECHNICAL COMMUNITY COLLEGE
- MITCHELL COMMUNITY COLLEGE
- MONTGOMERY COMMUNITY COLLEGE
- NASH COMMUNITY COLLEGE
- PAWICO COMMUNITY COLLEGE
- PIEDMONT COMMUNITY COLLEGE
- PITT COMMUNITY COLLEGE
- RANDOLPH COMMUNITY COLLEGE
- RICHMOND COMMUNITY COLLEGE
- ROANOKE-CHOWAN COMMUNITY COLLEGE
- ROBESON COMMUNITY COLLEGE
- ROCKINGHAM COMMUNITY COLLEGE
- ROWAN-CABARRUS COMMUNITY COLLEGE
- SAMPSON COMMUNITY COLLEGE
- SANDHILLS COMMUNITY COLLEGE
- SOUTH PIEDMONT COMMUNITY COLLEGE
- SOUTHEASTERN COMMUNITY COLLEGE
- SOUTH-WESTERN COMMUNITY COLLEGE
- STANLY COMMUNITY COLLEGE
- SURRY COMMUNITY COLLEGE
- TRI-COUNTY COMMUNITY COLLEGE
- VANCE-GRANVILLE COMMUNITY COLLEGE
- WAKE TECHNICAL COMMUNITY COLLEGE
- WAYNE COMMUNITY COLLEGE
- WESTERN PIEDMONT COMMUNITY COLLEGE
- WILKES COMMUNITY COLLEGE
- WILSON COMMUNITY COLLEGE

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.

MAILING ADDRESS: 5001 MAIL SERVICE CENTER ~ RALEIGH, NC 27699-5001
Street Address: 200 West Jones Street ~ Raleigh, NC 27603 ~ 919-807-7100 ~ Fax 919-807-7164

The Honorable Beverly Eaves Perdue
Page 2
January 14, 2010

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,

A handwritten signature in black ink, appearing to read "R. Scott Ralls". The signature is fluid and cursive, with the first name "R" being particularly large and stylized.

R. Scott Ralls

North Carolina
INDEPENDENT
Colleges & Universities

A. Hope Williams
President

January 15, 2010

Barton College
Wilson
Belmont Abbey College
Belmont
Bennett College for Women
Greensboro
Brevard College
Brevard
Cabarrus College of Health Sciences
Concord
Campbell University
Bates Creek
Catawba College
Salisbury
Chowan University
Murfreesboro
Davidson College
Davidson
Duke University
Durham
Elon University
Elon
Gardner-Webb University
Boiling Springs
Greensboro College
Greensboro
Guilford College
Greensboro
High Point University
High Point
Johnson C. Smith University
Charlotte
Lees-McRae College
Banner Elk
Lenoir-Rhyne University
Hickory
Livingstone College
Salisbury
Louisburg College
Louisburg
Mars Hill College
Mars Hill
Meredith College
Raleigh
Methodist University
Fayetteville
Montreat College
Montreat
Mount Olive College
Mount Olive
N.C. Wesleyan College
Rocky Mount
Peace College
Raleigh
Pfeiffer University
Misenheimer
Queens University of Charlotte
Charlotte
St. Andrews Presbyterian College
Laurinburg
Saint Augustine's College
Raleigh
Salem College
Winston-Salem
Shaw University
Raleigh
Wake Forest University
Winston-Salem
Warren Wilson College
Asheville
Wingate University
Wingate

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

The Honorable Beverly Eaves Perdue
January 15, 2010
Page Two

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,



A. Hope Williams

AHW/ghh



Kyle R. Robertson, President
3501 Glenwood Avenue, Raleigh, NC 27612
(919) 787-0534, (800) 255-0417 (NC)
Fax: (919) 787-0569, www.ncpta.org
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,

A handwritten signature in black ink that reads "Kyle R. Robertson". The signature is written in a cursive style with a large, prominent "K" and "R".

Mrs. Kyle R. Robertson
NCPTA President



North Carolina Principals & Assistant Principals Association

CAPITAL BANK PLAZA • 333 FAYETTEVILLE STREET • SUITE 1410

P.O. BOX 27711 • RALEIGH, NORTH CAROLINA • 27611

email: info@ncpapa.net 1-800-766-1632

website: www.ncpapa.org Fax: 919-828-6099

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,

Shirley B. Prince Ed.D.
NCPAPA Executive Director



PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT

EDWIN E. DUNLAP, JR., Ph.D.
Executive Director

OFFICERS

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Wendell Hall

Hertford

PRESIDENT-ELECT

Coach White

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IMMEDIATE PAST

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Ashe

DIRECTORS

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Dr. Jim DiMuzio

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Karen Hart

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Carr Ippock

Craven

Walter Leigh

Perquimans

Tom Manning

Alamance-Burlington

Sharon Martz

Currituck

Shearra Miller

Cleveland

Shelia Norman

Transylvania

Priscilla Owenby

McDowell

Marilyn Parker

Winston-Salem/Forsyth

Dr. Altheria Patton

Anson

Paige Sayles

Franklin

Evelyn Wilson

Edgecombe

G. H. Wilson

Sampson

PAST PRESIDENTS'

COUNCIL

Kenneth Lanier, 2007-08

Almetta Armstrong, 2006-07

Linda Cranford, 2004-05

Larry Lancaster, 2002-03

Leonard Peace, 2000-01

Emily Manning, 1999-00

Dr. Christine Fitch, 1996-97

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.

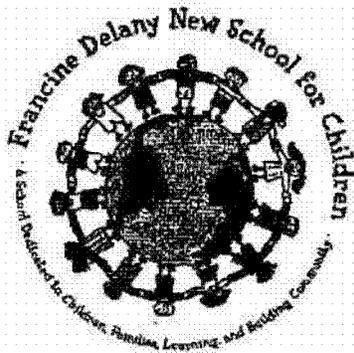
What began as a healthy exchange of ideas evolved into a powerful framework for taking our schools forward into the future. The exhaustive work and bold new ideas reflected in North Carolina's proposal give me every confidence that we are definitely on the right track.

Please know that you can count on my total support as we move forward.

Sincerely,

Edwin Dunlap, Jr., Ph.D.

cc: Board of Directors



119 Brevard Road
Asheville, NC 28806

Phone: (828) 236-9441
Fax: (828) 236-9442

May 18, 2010

The Honorable Beverly Eaves Perdue
Governor of North Carolina
Office of the Governor
20301 Mail Service Center
Raleigh, North Carolina 27699-0301

Dear Governor Perdue:

On behalf of Francine Delany New School for Children, we are pleased to support our State's application for federal Race to the Top funding. We believe our vision and goals reflect those in this forward thinking document.

At Francine Delany New School for Children we strive to incorporate innovative teaching methods in order to help each child reach the potential of becoming a successful and engaged citizen.

Thank you for your continued support and attention to educating North Carolina's young people.

Sincerely,

May 20, 2010

Dr. June St. Clair Atkinson
State Superintendent of Public Instruction
NC Education Building
301 North Wilmington Street
6301 Mail Service Center
Raleigh, NC 27699-6301

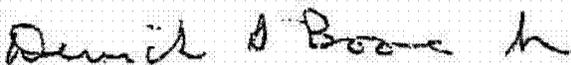
Dear Dr. Atkinson:

We are pleased with the opportunity to express our strong support for North Carolina's application for the Race to the Top grant with the United States Department of Education. The provision of these grant dollars will allow North Carolina to further accelerate its efforts to improve schools and to ensure access to high quality learning for all children.

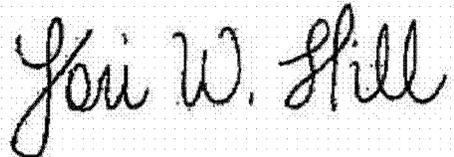
Our charter school is excited to be a part of the significant progress the State has made in public education and we look forward to participating in the Race to the Top project.

Again, thank you for the opportunity to support this very important project. We look forward to a positive outcome from your proposal on behalf of the Public Schools of North Carolina.

Sincerely,



Dr. Derrick Boone, Sr., Board President
ForsythAcademy



Lori W. Hill, Principal
Forsyth Academy

May 20, 2010

Dr. June St. Clair Atkinson
State Superintendent of Public Instruction
NC Education Building
301 North Wilmington Street
6301 Mail Service Center
Raleigh, NC 27699-6301

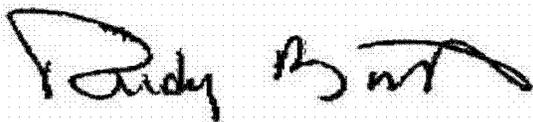
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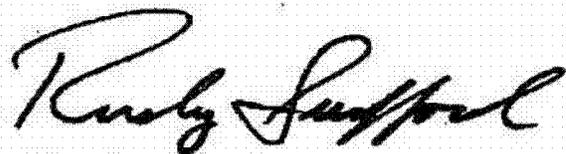
Our charter school is excited to be a part of the significant progress the State has made in public education and we look forward to participating in the Race to the Top project.

Again, thank you for the opportunity to support this very important project. We look forward to a positive outcome from your proposal on behalf of the Public Schools of North Carolina.

Sincerely,



Rudy Binder, Board President
Greensboro Academy



Rudy Swofford, Principal
Greensboro Academy

May 20, 2010

Dr. June St. Clair Atkinson
State Superintendent of Public Instruction
NC Education Building
301 North Wilmington Street
6301 Mail Service Center
Raleigh, NC 27699-6301

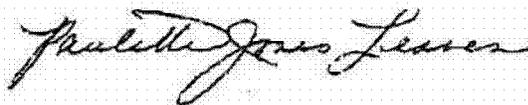
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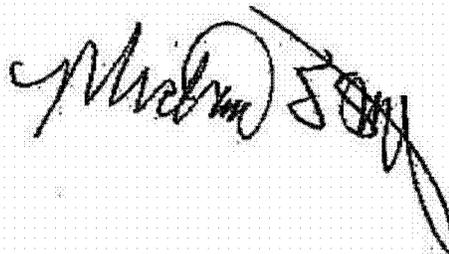
Our charter school is excited to be a part of the significant progress the State has made in public education and we look forward to participating in the Race to the Top project.

Again, thank you for the opportunity to support this very important project. We look forward to a positive outcome from your proposal on behalf of the Public Schools of North Carolina.

Sincerely,



Paulette Jones Leaven, Board President
PreEminent Charter School



Michael Stack, Principal
PreEminent Charter School

May 20, 2010

Dr. June St. Clair Atkinson
State Superintendent of Public Instruction
NC Education Building
301 North Wilmington Street
6301 Mail Service Center
Raleigh, NC 27699-6301

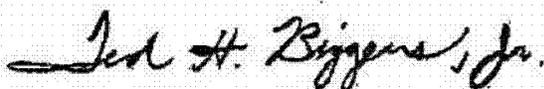
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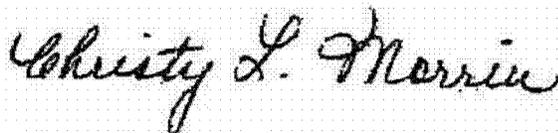
Our charter school is excited to be a part of the significant progress the State has made in public education and we look forward to participating in the Race to the Top project.

Again, thank you for the opportunity to support this very important project. We look forward to a positive outcome from your proposal on behalf of the Public Schools of North Carolina.

Sincerely,



Ted H. Biggers, Jr., Board President
Queen's Grant Community School



Christy L. Morrin, Principal
Queen's Grant Community School

May 20, 2010

Dr. June St. Clair Atkinson
State Superintendent of Public Instruction
NC Education Building
301 North Wilmington Street
6301 Mail Service Center
Raleigh, NC 27699-6301

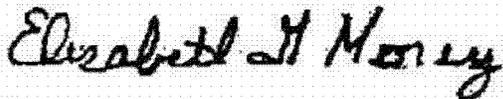
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We are pleased with the opportunity to express our strong support for North Carolina's application for the Race to the Top grant with the United States Department of Education. The provision of these grant dollars will allow North Carolina to further accelerate its efforts to improve schools and to ensure access to high quality learning for all children.

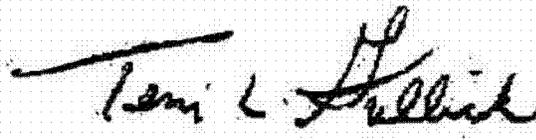
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Again, thank you for the opportunity to support this very important project. We look forward to a positive outcome from your proposal on behalf of the Public Schools of North Carolina.

Sincerely,



Elizabeth Gnatek-Morey, Board President
Research Triangle Charter Academy



Terri L. Gullick, Principal
Research Triangle Charter Academy



Quality Education Academy
5012-D Lansing Drive Winston-Salem, NC 27105
Phone: (336) 744-7138 Fax: (336) 744-1538
Website: www.qeschools.org
Email: qualityeducation@qeschools.org

May 19, 2010

Governor Beverly Perdue
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Perdue:

Quality Education Academy, a North Carolina Charter School since 1997, supports the State of North Carolina's application for the Race to the Top grant.

Our school recognizes the value of the following objectives aimed in the proposal:

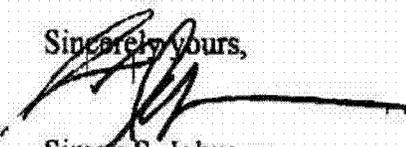
- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics
- (c) Increasing high school graduation rates and
- (d) Increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

Quality Education Academy, a small but effective k-12 charter school, has a student population of 290 students, of which 80% receive free/reduced lunch, 80% African American and 20% Latino. Our school operates a school-wide Title 1 program. Academically, we are proud that our school ranks as a "high growth" school and is not in "school improvement" status. A disproportionate number of minorities, just like the faces we see every day in our school, are failing in school at an alarming rate. Obviously, these poor and minority families are at the highest risk of failure in school, and in life. As a nation, we must be proactive in our quest to keep our children in school, out of prisons, safe from abuse, and in the main stream of productive American citizenship.

We have worked with the NC Department of Public Instruction over 12 years and are impressed with their ability to set goals and achieve them consistently.

We look forward with great enthusiasm to the great achievements that our students will make with the implementation of this grant.

Sincerely yours,


Simon S. Johnson
Chief Executive Officer

Clover Garden School

A FREE PUBLIC CHARTER SCHOOL

May 19, 2010

To: Vanessa Jeter
Director of Communications
North Carolina Department of Public Instruction

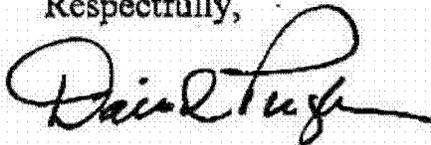
RE: RTTT

Please allow this letter to serve as hearty support of our state's application for the Race to the Top. As a state charter school, we feel that through a combination of innovation and state support, our students will gain the necessary skills to highly function in the 21st century. We also believe a connection must exist between innovation and the services and resources provided by our state department of education. This partnership is the ingredient to make innovation work to our students' advantages.

North Carolina has a history of success in making educational progress. Our state is serious about accountability and student success. Our charter school views the RTTT as the necessary next step to keep us pointed in the right direction.

Thank you for your serious consideration.

Respectfully,



Dr. David Pugh
Director, Clover Garden School
Burlington, N.C. 27217

2454 ALTAMAHAW-UNION RIDGE ROAD • BURLINGTON, NORTH CAROLINA 27217
PHONE: 336-586-9440



HEALTHY START ACADEMY

May 18, 2010

Dr. June St. Clair Atkinson, Superintendent
North Carolina Department of Public Instruction
6301 Mail Service Center
Raleigh, NC 27699-6301

Dear Dr. Atkinson:

As we move to instill higher levels of academic rigor into the instructional activities available to the students in our schools, it is encouraging that we are seeking funds to support the expansion of those instructional activities. At Healthy Start Academy, we have supported your expansion efforts. The Department, through its consultants, has stressed the application of relevant experiences for students and communicated the need to continue developing and adopting instructional programs that stress academic rigor.

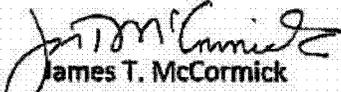
During the past school year, the faculty and staff, along with the parents and members of our community, have been excited about the academic successes achieved at the Academy. We have expanded technology offerings for the students, purchased new textbooks, upgraded our pacing guides, conducted in-house professional development activities and explored various methods of differentiated instructional activities for our students. Our efforts have been driven by the North Carolina Standard Course of Studies, and we have received support and encouragement from members of the staff at the Department.

With leadership from the Department and your personal encouragement, the faculty and staff at the Academy, along with the students, parents and community welcome future opportunities to expand upon our recent academic successes. The Department, and you, have challenged us to establish high expectations for students, as well as develop and adopt instructional programs that prepare our students for personal successes in life beyond the school house.

Given that the Department of Public Instruction and you are striving to provide resources that help schools expand world-class instructional experiences for students across North Carolina, I offer support on behalf of Healthy Start Academy for the State's application for funding through the *Race to the Top* federal funding program.

If I can provide information, or respond to questions, please contact me. Thank you.

Sincerely,


James T. McCormick
Principal

Cc: Board of Directors, Healthy Start Academy

Children's Village Academy
701 North Adkin Street
Kinston, NC 28501
Telephone: 252.939.1958 Fax: 252.939.1168

May 17, 2010

Attn: June St. Clair Atkinson, State Superintendent
Department of Public Instruction
6330 Mail Service Center
Raleigh, NC 27699-6330

Dear Ms. Atkinson:

On the behalf of The Children's Village Academy 54A Board of Directors, we like to acknowledge our support for the North Carolina's Race to the Top application. Due to fact, charters are in great need of this grant to ensure quality education to our future youth.

The Children's Village Academy (CVA) is a small charter school currently K-8th grade serving 167 students in rural Lenoir County, Kinston with 95% free and reduced student population. In addition, our school is eligible for Title I funds in the 2010-2011 school year too. Our mission is to establish a model learning institution for the advancement of outstanding academic performance among children at risk for failure. Our primary goal is to provide a positive learning environment, which will produce students who are well grounded in their psycho-social and cultural well-being, and who are known for their upstanding moral fiber, citizenship, and passion for learning.

CVA is one of very few schools in Lenoir County, at any grade level, that has consistently made AYP since NCLB was enacted in 2002. Most schools in the county have never made AYP, including the city's only public school. The North Carolina' Race to the Top grant application will help all schools improve the quality of education statewide for North Carolina.

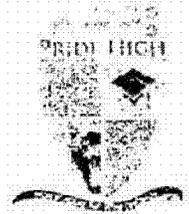
(b)(6)

Lavinia Hall
Finance Officer

KIPP Gaston College
Preparatory

Our mission continues at
KIPP Pride High School

Leadership. Excellence. Integrity. Community. Humility.



May 20, 2010

Vanessa Jeter
Director of Communications and Information
919 807 3481 Fax
DPI

Gaston College Preparatory KIPP Pride High Charter School is extremely supportive of North Carolina's Race to the Top application.

Susan Goertemiller
Gaston College Preparatory
KIPP Pride High
COO



**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,

A handwritten signature in black ink, appearing to read "Walter Dalton".

Walter Dalton
Lieutenant Governor



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,

A handwritten signature in black ink that reads "Marc Basnight".

Marc Basnight
President Pro Tempore



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:

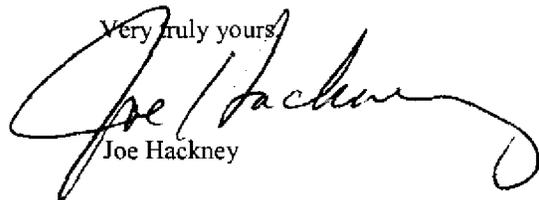
On behalf of the North Carolina House of Representatives, I am pleased to offer enthusiastic support for our State's application for federal *Race to the Top* funding.

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

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 every child 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.

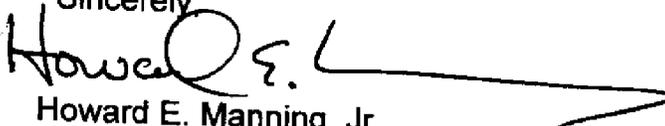
FIFTH: That when the State assesses and implements plans to correct educational obligations in the face of a constitutional deficiency in an LEA, or particular school, the solution proposed must ensure competent teachers in classrooms, competent principals in schools and adequate resources to support 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

Howard E. Manning, Jr.



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,
Burley Mitchell

Burley Mitchell
Former Chief Justice
NC Supreme Court
and Chairman,
NC New Schools Project, Inc.



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~~^{Bew} 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.

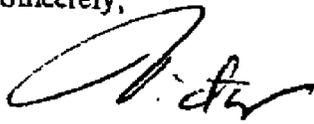
Duke Medicine is proud to partner with you and your education agenda. For five years we have been involved with the Durham Public Schools' City of Medicine Academy (CMA). Duke Medicine has funded scholarships for students who have graduated from the academy and enrolled in a four-year college. Our faculty 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

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!

Victor J. Dzau, M.D.

Cc: MaryAnn Black
Tony Habit (CMA)
Hank Hurd (DPS)
Elizabeth Shearer (CMA)



The University of North Carolina

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ERSKINE B. BOWLES, *President*

Telephone: (919) 962-1000 FAX: (919) 843-9695

E-mail: ebowles@northcarolina.edu

Constituent Universities
Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

University of
North Carolina
School of the Arts

Western Carolina
University

Winston-Salem
State University

Constituent High School
North Carolina
School of Science
and Mathematics

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.

Sincerely,

A handwritten signature in black ink, appearing to read "Erskine Bowles". The signature is stylized and written in a cursive-like font.

Erskine Bowles



(LONG-TERM ECONOMIC ADVANCEMENT FOUNDATION)

JESSIE THOMAS BUNN
CHAIRMAN OF THE BOARD

January 14, 2010

DAN GERLACH
PRESIDENT

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,

A handwritten signature in black ink, appearing to read "Dan Gerlach".

Dan Gerlach
President

A handwritten signature in black ink, appearing to read "Mark Sorrells".

Mark Sorrells
Senior Vice President

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

The Honorable Beverly Eaves Perdue
January 14, 2010
Page 2

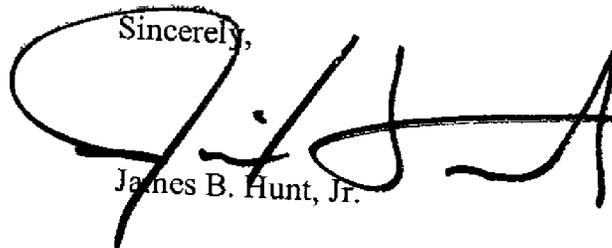
around low-performing schools led by the Chairman of our State Board of Education himself.

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,

A handwritten signature in black ink, appearing to be "J. B. Hunt, Jr.", written over the printed name.

James B. Hunt, Jr.

JBH:sre



Cynthia G. Marshall
President
AT&T North Carolina

Suite 800
150 Fayetteville St. Mall
Raleigh, NC 27601-1395

T: 919 835-1267
F: 919 835 1653
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.



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,

A handwritten signature in black ink, appearing to read "Cynthia G. Marshall".

Cynthia G. Marshall

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,


S. Lewis Ebert
President & CEO

SLE/cab

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.

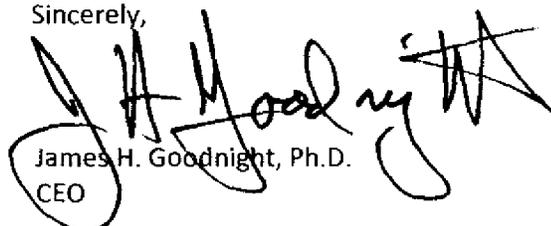
I offer my enthusiastic support for this proposal, because I believe the application's programs will prepare our students for college, work, and success in the 21st century. Having an educated citizenry is the key to a prosperous economy, and the programs you propose will help to provide the workforce 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,


James H. Goodnight, Ph.D.
CEO

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

May 24, 2010

William C. Harrison, EdD
Chairman
North Carolina State Board of Education
6302 Mail Service Center
Raleigh, NC 27699

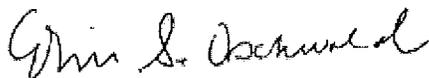
Dear Dr. Harrison:

Thank you for including Teach For America in North Carolina's Race to the Top proposal. We look forward to being a part of North Carolina's plans to increase the number of exceptional teachers and leaders in our state's highest-need urban and rural public schools.

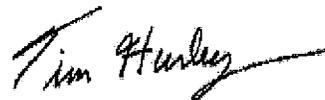
The partnership between Teach For America and the state of North Carolina began in 1990, when the first cohort of Teach For America corps members was placed in the rural northeastern region of the state. Since then, we have recruited, trained, and supported over 1500 teachers for Charlotte, Durham, and northeastern North Carolina. Over 500 Teach For America alumni are currently working from every sector to ensure students in North Carolina have access to an excellent education.

If Race to the Top funding is awarded to the state of North Carolina, Teach For America will work in collaboration with the state to increase the number of corps members teaching in Durham, Charlotte, and northeastern North Carolina, and therefore the number of leaders working to effect systemic change in our educational system. We are grateful for this opportunity and look forward to our expanded work together.

Sincerely,



Erin Swanson Oswald
Executive Director
Teach For America – Eastern North Carolina



Tim Hurley
Executive Director
Teach For America - Charlotte



AN AMERICORPS PROGRAM

324 Blackwell Street, Bay 11, Suite 1160 • Durham, NC 27701 • P 919.597.7200 F 919.597.7272 • www.teachforamerica.org



Because School Leadership Matters

44-02 23rd Street
2nd floor, Suite 206
Long Island City, NY 11101

January 12, 2010

William C. Harrison, Ed.D.
Chairman
North Carolina State Board of Education
6302 Mail Service Center
Raleigh, NC 27699-6302

Dear Dr. Harrison,

Thank you for including the NYC Leadership Academy in North Carolina's Race to the Top proposal. We strongly support, and look forward to being part of, North Carolina's plan to accelerate school improvement and increase student access to high quality learning opportunities. In particular, we look forward to working closely with North Carolina as it develops its new Regional Leadership Academies, which will recruit, prepare, and retain school leaders, particularly for historically low achieving schools.

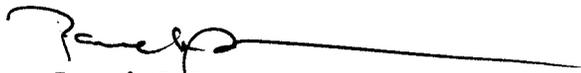
Founded as a key component of New York City's *Children First* education reforms, the NYC Leadership Academy is an independent nonprofit organization that prepares aspiring school leaders to turn around low-performing schools and offers current school leaders competency-based coaching to build their capacities to lead school improvement efforts. Like North Carolina, we see school leadership as a critical lever for improving students' academic performance and closing the achievement gap.

Since 2003, our Aspiring Principals Program (APP) has graduated 392 educators committed to closing the achievement gap through service in New York City's lowest performing schools. Today, 90% of APP graduates are New York City principals, assistant principals, program directors and district administrators. Recently, NYU's Institute for Education and Social Policy conducted the first independent evaluation of APP and found a positive program effect in elementary and middle school students' English Language Arts gains. We also coach and support new and experienced New York City public school principals and our coaching programs have reached more than half of the district's 1600+ principals.

We also work with school districts and states on a wide variety of school leadership projects and, as you know, have previously collaborated with North Carolina on a school leadership strategy project, shared our lessons learned at the Public School Forum of North Carolina and hosted visiting colleagues from North Carolina interested in observing our work firsthand. We

look forward to continue this collaboration by providing customized consulting, training and program and curricular design support to help launch North Carolina's Regional Leadership Academies.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pamela S. Ferner', with a long horizontal line extending to the right.

Pamela S. Ferner
Executive Vice President
NYC Leadership Academy

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,

<p>Cindi Rigsbee</p> <p>08-09 North Carolina Teacher of the Year Gravelly Hill Middle School Orange County Schools</p>	<p>Jessica Garner</p> <p>09-10 North Carolina Teacher of the Year Porter Ridge High School Union County Schools</p>
<p>Martha Anderson</p> <p>09-10 Sandhills/South Central Region Teacher of the Year Washington Street Elementary Richmond County Schools</p>	<p>Paige Elliott</p> <p>08-09 North Central Region Teacher of the Year Fuquay-Varina High School Wake County Schools</p>
<p>Nicole Murray</p> <p>09-10 Southeast Regional Teacher of the Year James Kenan School of Engineering Duplin County Schools</p>	<p>Trisha Muse</p> <p>08-09 Sandhills/South Central Region Teacher of the Year Page Street Elementary Montgomery County Schools</p>
<p>Ruth Ann Parker</p> <p>08-09 Southeast Region Teacher of the Year Clinton High School Clinton City Schools</p>	<p>Renee Peoples</p> <p>08-09 West Region Teacher of the Year West Elementary Swain County Schools</p>
<p>Janice Raper</p> <p>08-09 Northwest Region Teacher of the Year Hurley Elementary School Rowan-Salisbury Schools</p>	<p>Sonya Rinehart</p> <p>08-09 Northeast Region Teacher of the Year John Holmes High School Edenton-Chowan Public Schools</p>
<p>Robert Turner</p> <p>09-10 Northwest Region Teacher of the Year Grandview Middle School Hickory Public Schools</p>	<p>Bernard Waugh</p> <p>08-09 Southwest Region Teacher of the Year Kannapolis Intermediate School Kannapolis City Schools</p>
<p>Bryan Holley</p> <p>2008 Milken Educator Corinth Holder Elementary School Johnston County Schools</p>	<p>Cynthia Rudolph</p> <p>2009 Milken Educator Hopewell High School Charlotte Mecklenburg Schools</p>

Summary of NAEP results for North Carolina

Assessment			Average Scale Score				Achievement Level					
Subject	Grade	Year	State		National Public		At or Above Basic		At or Above Proficient		At Advanced	
			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 ⁶	224	(1.2)	222	(1.0)	64	(1.6)	21	(1.3)	2	(0.4)
	1992 ²	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 ⁶		268	(1.4)	271	(1.2)	56	(1.8)	20	(1.3)	3	(0.6)	
1992 ²	258	(1.2)	267	(1.0)	47	(1.4)	12	(1.0)	1	(0.3)		
1990 ⁰	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					
Subject	Grade	Year	State		National Public		At or Above Basic		At or Above Proficient		At Advanced	
			Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Reading	4	2009	219	(1.1)	220	(0.3)	65	(1.3)	32	(1.3)	7	(0.6)
		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 ²	212	(1.1)	215	(1.0)	56	(1.4)	25	(1.3)	5	(0.7)	
	8	2009	260	(1.2)	262	(0.3)	70	(1.3)	29	(1.6)	3	(0.4)
		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						
Subject	Grade	Year	State		National Public		At or Above Basic		At or Above Proficient		At Advanced		
			Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE	
Science ¹	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 ²	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 ²	147	(1.5)	149	(0.7)	56	(1.9)	27	(1.6)	3	(0.6)	
		1996 ³	147	(1.2)	148	(0.9)	56	(1.5)	24	(1.4)	2	(0.3)	
	Writing ¹	4	2002	159	(1.4)	153	(0.5)	88	(0.9)	32	(1.7)	4	(0.5)
			2007	153	(1.1)	154	(0.3)	87	(0.9)	29	(1.3)	1	(0.3)
8		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)	

¹Accommodations were not permitted for this assessment.

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

³NAEP 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	2009	215	(1.5)	224	(1.1)	230	(1.1)	204	(1.8)	26	204	(2.1)	26	241	(3.7)	-11
		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	⊕	(†)	
	8	2009	253	(1.2)	267	(1.4)	270	(1.4)	243	(1.5)	27	249	(2.6)	21	272	(6.7)	-2
		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 ¹	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 ²	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 ²	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
			2007	142	(1.4)	164	(1.4)	162	(1.4)	138	(1.6)	24	138	(2.8)	24	164	(5.0)	-2
8		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	‡	(*)		‡	(*)		

¹Accommodations 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	Subject	Grade	Year	American Indian		White-AmerInd Gap		Unclassified		White-Uncl. Gap		Nat Sch Lunch Prog		Non-Sch. Lunch-Sch. Lunch Gap		Students with Disabilities (incl. SpEd)		Participation Rate	Non-SWD-SWD Gap		ELL ²		Participation Rate	Non-ELL-ELL Gap			
				Avg.	SE			Avg.	SE			Avg.	SE			Avg.	SE				Avg.	SE				Avg.	SE
Mathematics	4	2009	212	(3.7)	22		246	(2.5)	8		212	(0.9)	23		224	(1.8)	87%		31		229	(2.5)	96%		16		
		2007	229	(2.8)	22		239	(3.2)	12		231	(1.0)	21		224	(1.5)	89%		28		229	(1.9)	92%		14		
		2005	221	(4.2)	29		238	(2.9)	12		229	(1.1)	23		226	(1.6)	86%		25		228	(1.8)	89%		14		
		2003	⊕	(†)			246	(3.1)	5		229	(0.9)	24		230	(1.6)	79%		22		231	(2.5)	84%		12		
		2000	⊕	(†)			⊕	(†)			218	(1.4)	21		207	(3.4)			32		⊕	(†)					
		2000 ¹	⊕	(†)			⊕	(†)			220	(1.1)	21		⊕	(†)					⊕	(†)					
		1996 ¹	⊕	(†)			⊕	(†)			209	(1.7)	25		⊕	(†)					⊕	(†)					
		1992 ¹	⊕	(†)			⊕	(†)							⊕	(†)					⊕	(†)					
		1990 ¹	⊕	(†)			⊕	(†)							⊕	(†)					⊕	(†)					
	8	2009	256	(5.2)	41		289	(3.9)	8		268	(1.3)	30		251	(2.8)	88%		47		259	(3.3)	92%		27		
		2007	261	(5.1)	34		281	(5.2)	14		268	(1.3)	28		257	(2.7)	86%		39		259	(3.2)	92%		26		
		2005	⊕	(†)			⊕	(†)			266	(1.1)	27		253	(2.0)	85%		40		252	(3.8)	84%		31		
		2003	259	(5.3)	35		⊕	(†)			263	(1.3)	28		255	(2.2)	79%		36		250	(4.5)	74%		32		
		2000	⊕	(†)			⊕	(†)			257	(1.8)	29		244	(3.8)			42		⊕	(†)					
		2000 ¹	⊕	(†)			⊕	(†)			261	(1.7)	27		⊕	(†)					⊕	(†)					
		1996 ¹	⊕	(†)			⊕	(†)			250	(1.8)	27		⊕	(†)					⊕	(†)					
		1992 ¹	⊕	(†)			⊕	(†)							⊕	(†)					⊕	(†)					
		1990 ¹	229	(3.7)	32		⊕	(†)							⊕	(†)					⊕	(†)					

Summary of NAEP results for North Carolina, cont.

Assessment	Subject	Grade	Year	American Indian		White-Amertnd Gap		Unclassified		White-Uncl. Gap		Nat Sch Lunch Prog		Non-Sch. Lunch-Sch. Lunch Gap		Students with Disabilities (incl. 504) ¹		Participation Rate	Non-SWD-SWD Gap		ELL ²		Participation Rate	Non-ELL-ELL Gap	
				Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE	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)	27		134	(1.7)	— ¹	27		127	(2.9)	— ¹	23		
		2000	‡	(?)			‡	(?)			131	(1.9)	26		137	(4.5)		20		‡	(?)				
		2000 ³	‡	(?)			‡	(?)			131	(2.0)	27		‡	(?)		‡		‡	(?)				
	8	2005	‡	(?)			‡	(?)			129	(1.3)	25		125	(2.4)	— ¹	29		116	(4.6)	— ¹	29		
		2000	‡	(?)			‡	(?)			125	(1.7)	28		117	(3.9)		36		‡	(?)				
		2000	‡	(?)			‡	(?)			128	(1.8)	27		‡	(?)		‡		‡	(?)				
		1996 ¹	‡	(?)			‡	(?)			128	(1.4)	28		‡	(?)		‡		‡	(?)				
Writing ³	4	2002	‡	(?)			161	(5.9)	6		146	(1.7)	26		132	(3.3)	— ¹	40		135	(5.0)	— ¹	25		
		2007	145	(6.2)	17		154	(4.2)	8		141	(1.2)	22		121	(2.2)	— ¹	42		121	(3.6)	— ¹	33		
	8	2002	‡	(?)			‡	(?)			142	(1.7)	24		122	(3.1)		44		‡	(?)				
		1998	141	(8.8)	17		‡	(?)			132	(2.0)	28		109	(3.5)		51		‡	(?)				

¹Accommodations 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%	<i>New Standards Introduced</i>
	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%	<i>New Standards Introduced</i>
	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.

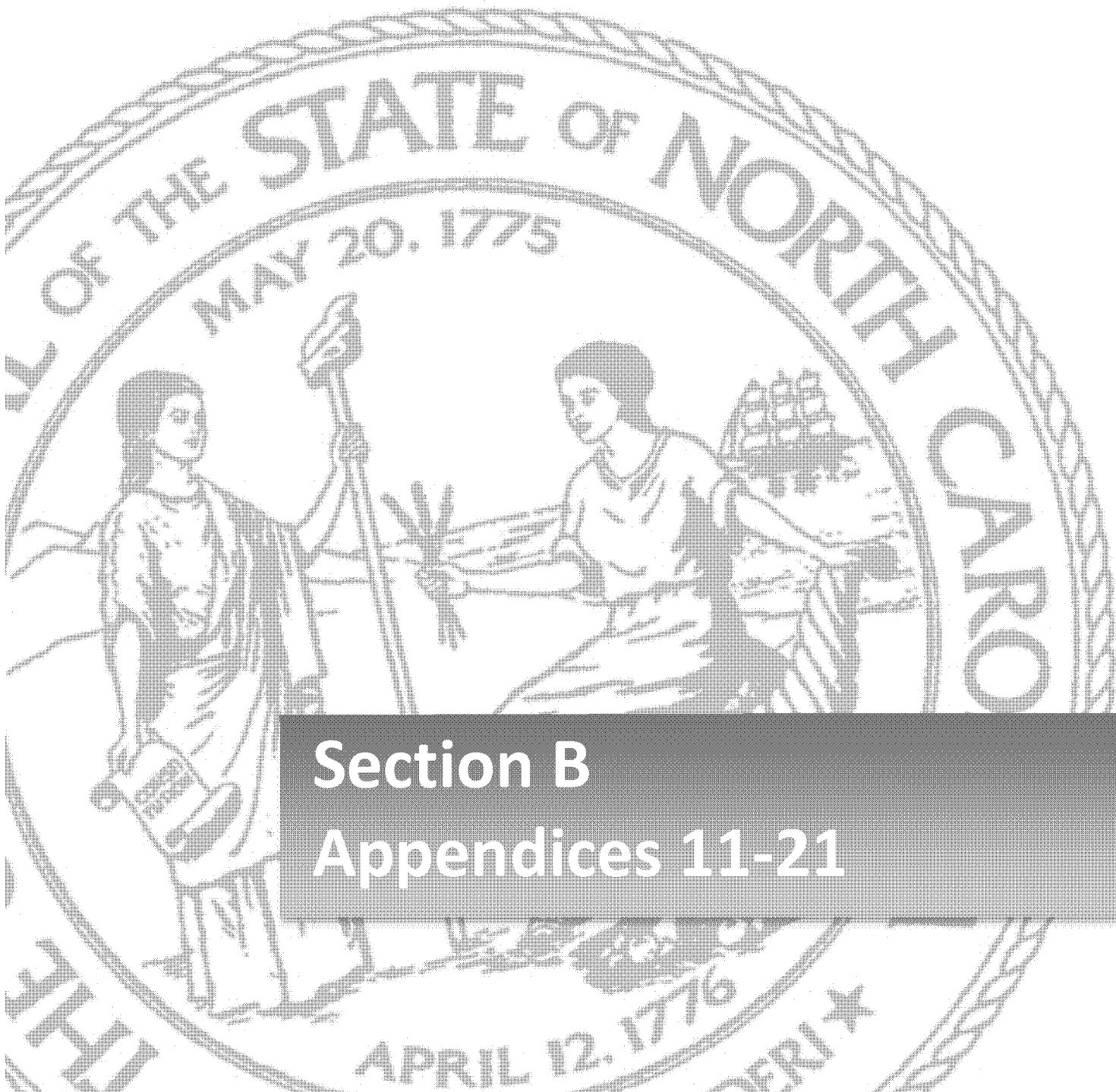
Year	Reading Grade 10	White-Black Gap	White-Hispanic Gap	White-Asian Gap	White-AmerInd Gap	White-Other Gap
2002-03	Percent Proficient (At or Above Grade Level)	31.7%	29.8%	8.6%	25.8%	4.1%
2003-04	Percent Proficient (At or Above Grade Level)	29.8%	30.3%	6.0%	28.3%	6.9%
2004-05	Percent Proficient (At or 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%
	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%

New Standards Introduced

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%
	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%

New Standards Introduced

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>



Section B
Appendices 11-21

**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: <i>[Signature]</i>	5-4-2009
Chief State School Officer: <i>[Signature]</i>	5-4-2009
<i>[Signature]</i> State Representative	5-18-09

DE/Chair

North Carolina

States Participating in the Common Core consortium:

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.

Reading Standards for Informational Text K–5

[RI]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	6. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	7. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 3 students:	Grade 4 students:	Grade 5 students:
<i>Range of Reading and Level of Text Complexity</i>		
<p>10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.</p>	<p>10. By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.</p>

DRAFT

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<p>1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K–5

[W]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.</p>
Research to Build Knowledge		
<p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). </p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]”). </p>
Range of Writing		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>c. Explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in range of collaborative discussions (one-on-one and in groups) on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p>	<p>2. Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p>	<p>2. Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.</p>
<p>3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.</p>	<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>	<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>

Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing fluency with whole number operations; (3) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with multi-digit addition, subtraction, and multiplication, and develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

Grade Level Overview

Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Write and interpret numerical expressions. • Analyze patterns and relationships. 	1. Make sense of problems and persevere in solving them.	Mathematical Practices
Number and Operations in Base Ten	<ul style="list-style-type: none"> • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. 	2. Reason abstractly and quantitatively.	
Number and Operations—Fractions	<ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 	3. Construct viable arguments and critique the reasoning of others.	
Measurement and Data	<ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	4. Model with mathematics.	
Geometry	<ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. 	5. Use appropriate tools strategically.	
		6. Attend to precision.	
		7. Look for and make use of structure.	
		8. Look for and express regularity in repeated reasoning.	

Write and interpret numerical expressions.

1. Interpret grouping symbols in numerical expressions and evaluate expressions with grouping symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$; recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Graph pairs of corresponding terms on a coordinate plane, and identify apparent relationships between corresponding terms. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently add, subtract, and multiply multi-digit whole numbers using the standard algorithm for each operation.
6. Find quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; express the quotient as a fraction or mixed number. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals of one or two digits, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as the result of dividing the numerator by the denominator ($a/b = a \div b$); solve word problems involving division of whole numbers leading to fractional answers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation; do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)
 - b. Find the area of a rectangle with fractional side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), including by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.²⁴
 - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.
 - b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.
 - c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real-world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.

²⁴ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

- b. Apply the formulas $V = \ell w h$ and $V = b h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems;
- c. Recognize volume as additive; find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

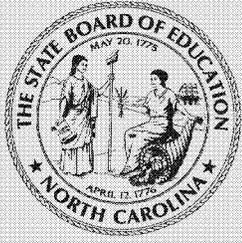
Geometry 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.



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 strategies¹. 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.

- 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.

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.

I. 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 skills³ 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

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>.

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 PTA

RESOLUTION

Whereas, the National Congress of Parents and Teachers was founded in February 1897, Washington D.C., and in November, 1919, the North Carolina Congress of Parents and Teachers was organized as a branch of the National Congress, and in April, 1927, the North Carolina Congress of Colored Parents and Teachers was organized as a branch of the North Carolina Congress of Parents and Teachers, and in April, 1969, the North Carolina branches of the two Congresses united to form what is commonly known as the North Carolina PTA ("NCPTA"); and

Whereas, from the beginning, NCPTA has advocated and promoted excellence in the education, care and protection of children and young people in the home, school, church, and community; and

Whereas, NCPTA supports a strong educational curriculum for every child in North Carolina and across the United States; and

Whereas, the NCPTA supports the adoption and implementation of the Common Core Standards Initiative; and

Whereas, State Superintendent June Atkinson has supported the advancement of education reform, including the Comprehensive Core State Standards Initiative; and

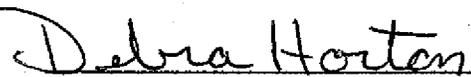
Whereas, State Superintendent June Atkinson is a national leader in the advancement of the Comprehensive Core State Standards Initiative;

Now, therefore be it resolved

That the North Carolina PTA thanks and commends State Superintendent June Atkinson for her leadership and efforts in bringing Comprehensive Core State Standards to the state of North Carolina.



Kyle Robertson
NCPTA President



Debra Horton
NCPTA Executive Director

North Carolina
PTA[®]
everychild.one voice.[®]

**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 M. 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

Philip Price 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: *Mitchell D. Chester*
Name: MITCHELL D. CHESTER
Title: SR. ASSOC. SUPER, OH. DEPT. OF ED.
Date: 3-18-08

For the North Carolina State Board of Education

By: J. B. Buxton
Deputy Superintendent of Public Instruction
J. B. Buxton
Date: 1/25/08



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* | logan@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

Logan
Page 2
January 17, 2008

- 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

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 continuously improve teaching and learning.** 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 improve the quality of learning 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 use multiple measures 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) **New technologies enable greater assessment quality 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.

State and Local Roles within a Consortium

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

January 13, 2010

Signature

Date

June St. Clair Atkinson

State Superintendent

Print Name

Title

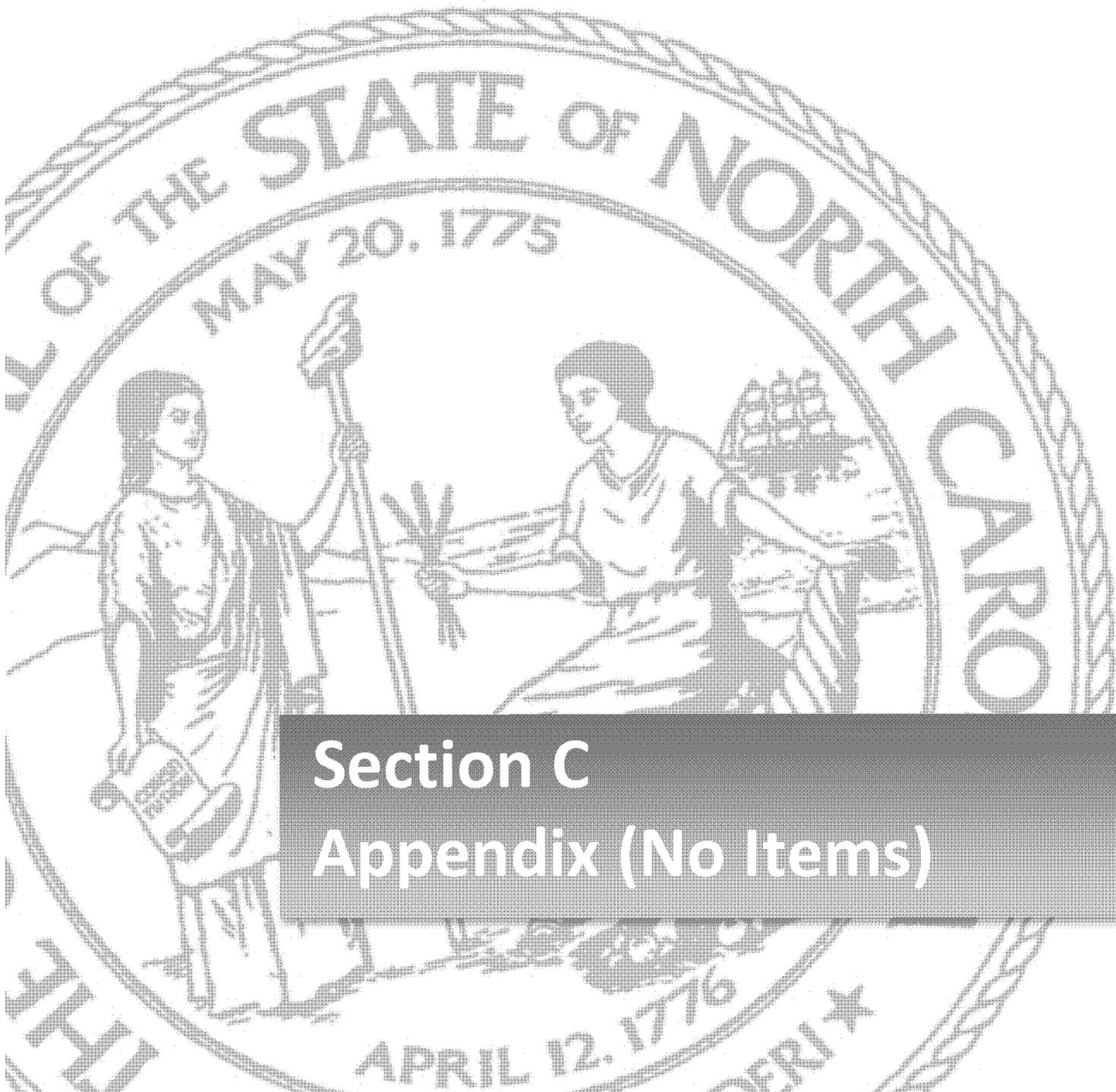
Please email this signed page to

**Tammy Morrill
Tammy.Morrill@maine.gov**

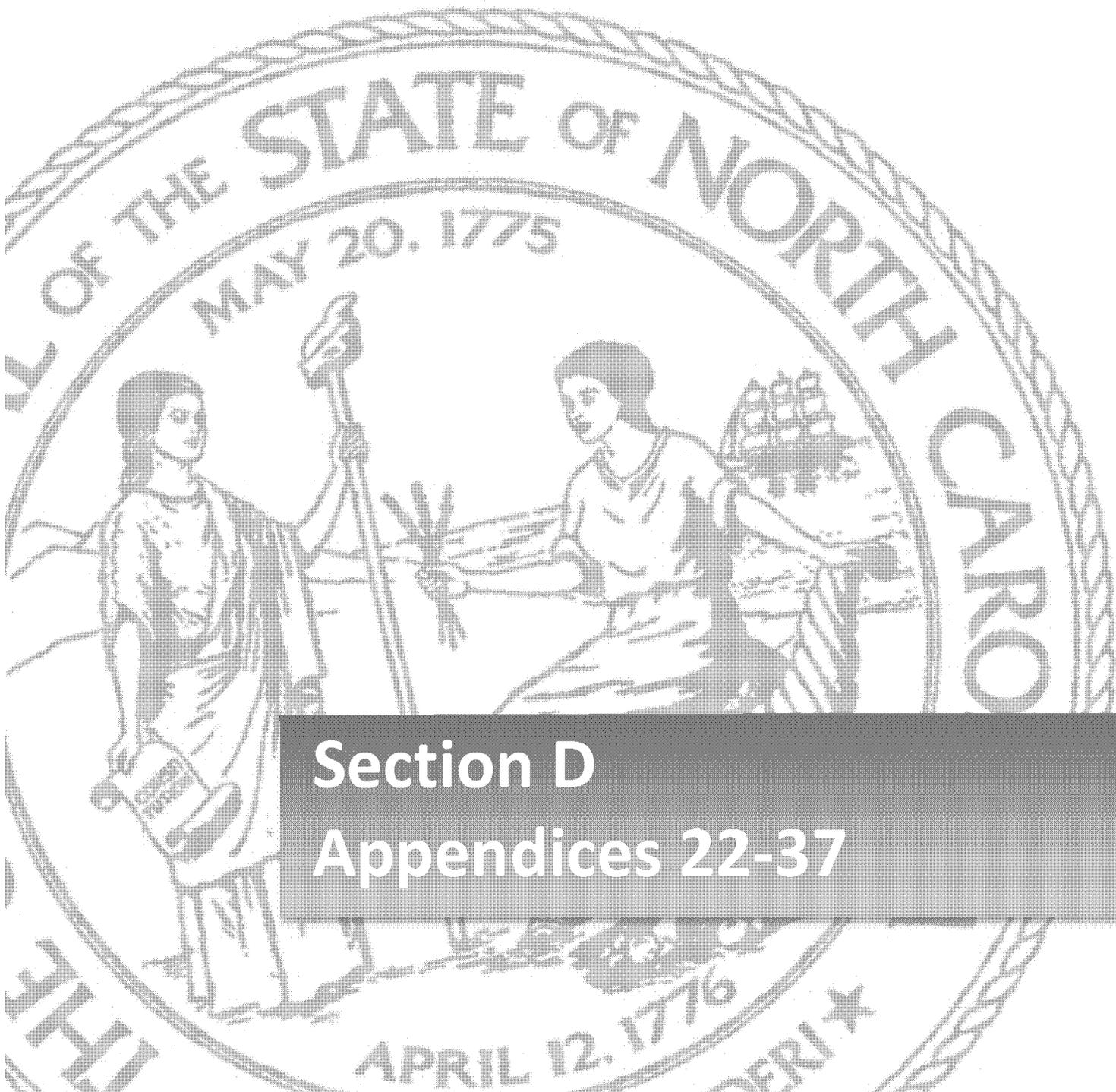
****PLEASE email this signed page only by January 7, 2010****

**States Participating in the SMARTER Balanced Consortium
(as of 5/12/10)**

State	Date	Member/Governing State
Colorado	May 12	Member
Connecticut	April 13	Member
Delaware	April 14	Member
Georgia	April 28	Member
Hawaii	April 15	Member
Idaho	April 15	Governing
Illinois	April 15	Member
Iowa	April 14	Member
Kansas	April 15	Governing
Kentucky	April 15	Member
Maine	April 14	Governing
Michigan	April 16	Governing
Minnesota	April 27	Governing
Missouri	April 14	Governing
Montana	April 14	Member
Nebraska	April 13	Member
Nevada	April 19	Member
New Hampshire	April 19	Member
New Jersey	April 15	Member
New Mexico	April 13	Member
North Carolina	April 15	Governing
North Dakota	April 15	Member
Ohio	April 20	Member
Oregon	April 15	Governing
Pennsylvania	April 27	Member
South Carolina	April 20	Member
South Dakota	April 15	Member
Utah	April 14	Governing
Vermont	April 15	Governing
Washington	April 14	Governing
West Virginia	April 13	Governing
Wisconsin	April 14	Governing
Wyoming	April 14	Member
Total		Member 33 Governing 13



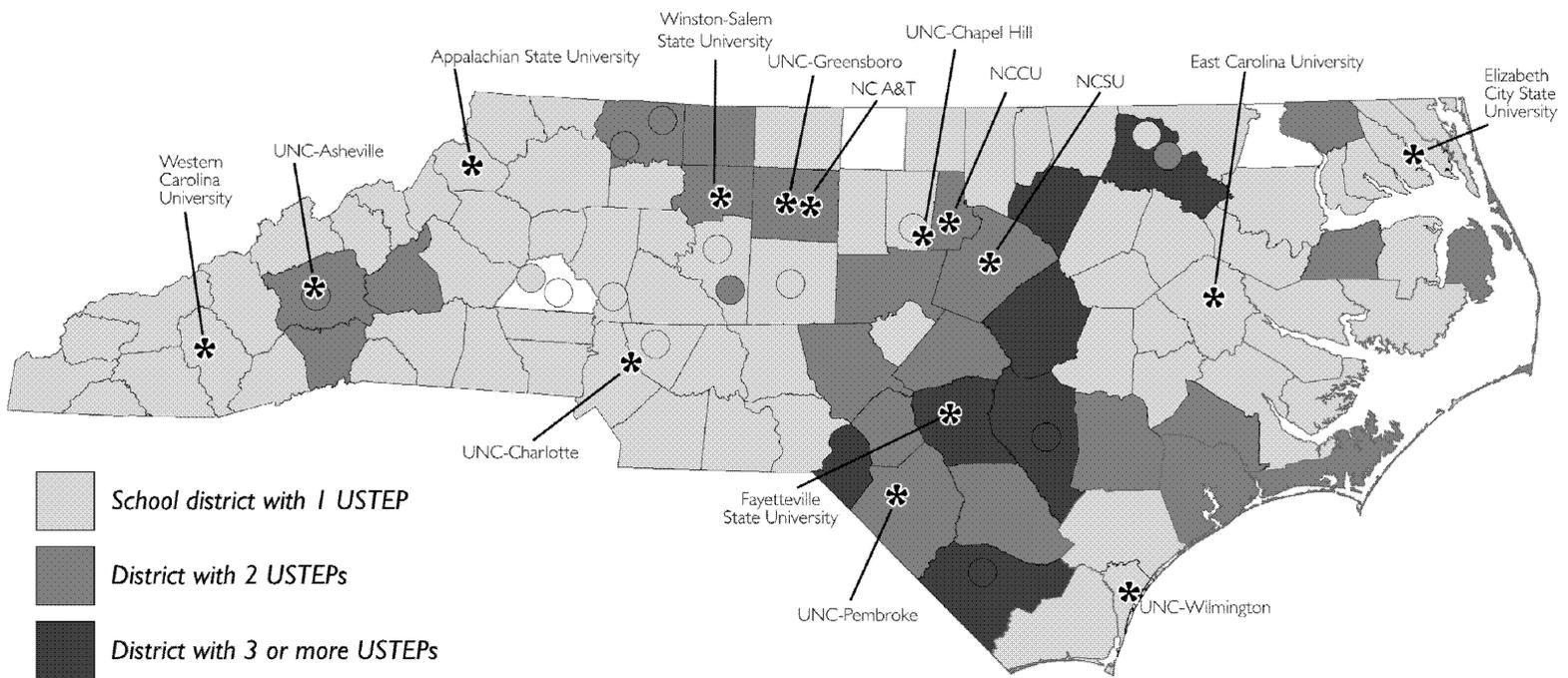
Section C
Appendix (No Items)



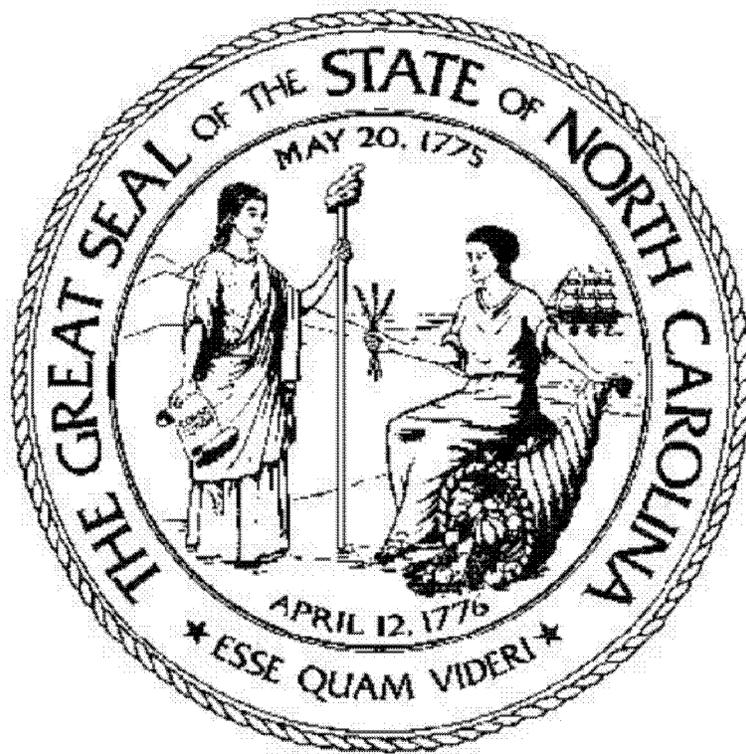
Section D

Appendices 22-37

Formal University-School Partnerships



North Carolina's Equity Plan For Highly Qualified Teachers



December 2009

**Prepared by the NC Department of Public
Instruction (NCDPI)**

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, and the State has allocated significant resources to this end. 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. North Carolina's current projection for the number of teachers to fill vacancies in 2010 is 11,847, with the number rising to nearly 13,000 in the next five years¹. North Carolina's 47 colleges and universities with approved teacher education programs produce between 4600 and 5000 candidates annually². Approximately 5,300 new hires come from alternative route (lateral entry) programs, out of state programs, or are teachers reentering the workforce. Using these projections, North Carolina will experience a shortage of approximately 1,500 teachers next year³.

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 nearly half (41%) 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, 33% are special education teachers. Analysis of the courses taught by teachers not yet highly qualified (exclusive of special education) reveals that 13% are math and 12% are science⁴. There are systems in the State, however, that even have difficulty finding elementary teachers, and in fact, 9% of the lateral entry licenses issued are for elementary teachers. These latter systems tend to be the rural, low-wealth systems⁵.

Based on extended discussions with personnel administrators across the State and extensive

¹ Workforce analysis conducted by the University of North Carolina General Administration (UNC GA) in 2008.

² Department of Public Instruction (2009). IHE Performance Report. www.dpi.state.nc.us/ihe/reports/.

³ Due to the economic downturn, North Carolina public schools have experienced funding cuts. If these funding cuts are sustained or if more cuts are made in 2010-2011, this shortage will decrease as school districts increase class sizes and/or cut educator positions.

⁴ Out-of-field teaching assignments are included in the not HQT percentages.

⁵ Statistics referenced in this section were based on 2008-2009 data.

analysis of the data 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 NC has a multi-faceted problem, the State has 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 highly qualified teacher (HQT) status based on whether or not schools made annual yearly progress (AYP), whether or not schools made high growth, school performance composites, school poverty levels, and school minority populations is reflected in the following tables.

**Comparison of Highly Qualified Teacher Status and Experience Characteristics
Based on Annual Yearly Progress (AYP) Status and High Growth Status
2008-2009**

	School Made AYP	School Did Not Make AYP	School Made High Growth	School Did Not Make High Growth
% HQT	98.79%	97.56%	98.77%	98.12%
% with 0-3 Years Experience	21.70%	22.80%	21.00%	22.80%
% with 4-10 Years Experience	29.80%	27.90%	29.90%	28.60%
% with 10+ Years of Experience	48.50%	49.20%	49.00%	48.60%

**Comparison of Highly Qualified Teacher Status and Experience
Based on School Performance Composite Quartiles
2008-2009**

Teachers	Quartile 1 >= 80.6%	Quartile 2 73.3% - 80.5%	Quartile 3 62.6% - 73.2%	Quartile 4 ≤ 62.5%
% HQT	98.85%	98.63%	98.46%	97.30%
% with 0-3 Years Experience	18.70%	20.50%	22.60%	27.40%
% with 4-10 Years Experience	30.40%	29.20%	28.80%	28.10%
% with 10+ Years of Experience	50.90%	50.30%	48.50%	44.40%

Note: Quartile 1 is comprised of schools with the highest levels of performance, and Quartile 4 is comprised of schools with the lowest levels of performance.

**Comparison of Highly Qualified Teacher Status and Experience
Based on School Poverty Quartiles
2008-2009**

Elementary Schools				
	Quartile 1 >= 77.92%	Quartile 2 61.0% - 77.9%	Quartile 3 42.84% - 60.96%	Quartile 4 <= 42.76%
%HQT	99.23%	99.28%	99.34%	99.58%
% with 0-3 Years Experience	25.60%	23.40%	21.00%	20.10%
% with 4-10 Years Experience	29.80%	29.10%	28.80%	31.50%
% with 10+ Years of Experience	44.70%	47.50%	50.20%	48.40%
Middle Schools				
	Quartile 1 >= 71.07%	Quartile 2 55.12% - 70.97%	Quartile 3 41.13% - 55.11%	Quartile 4 <= 41.02%
%HQT	94.34%	97.91%	97.89%	97.70%
% with 0-3 Years Experience	26.40%	22.50%	20.50%	20.60%
% with 4-10 Years Experience	30.10%	30.10%	29.80%	30.40%
% with 10+ Years of Experience	43.50%	47.30%	49.70%	49.00%
High Schools				
	Quartile 1 >= 60.47%	Quartile 2 42.65% - 60.41%	Quartile 3 28.82% - 42.63%	Quartile 4 <= 28.65%
%HQT	92.56%	96.51%	97.84%	97.34%
% with 0-3 Years Experience	24.70%	20.90%	19.40%	19.90%
% with 4-10 Years Experience	27.30%	25.40%	27.00%	27.50%
% with 10+ Years of Experience	48.00%	53.60%	53.60%	52.70%

Note: Quartile 1 is comprised of schools with the highest levels of poverty, and Quartile 4 is comprised of schools with the lowest levels poverty.

**Comparison of Highly Qualified Teacher Status and Experience
Based on School Minority Population Quartiles
2008-2009**

Elementary Schools				
	Quartile 1 >= 70.59%	Quartile 2 44.08% - 70.44%	Quartile 3 22.81% - 44.01%	Quartile 4 <= 22.68%
%HQT	99.09%	99.26%	99.56%	99.61%
% with 0-3 Years Experience	27.50%	23.70%	19.70%	18.00%
% with 4-10 Years Experience	29.60%	29.50%	30.60%	29.70%
% with 10+ Years of Experience	42.90%	46.90%	49.60%	52.20%
Middle Schools				
	Quartile 1 >= 67.79%	Quartile 2 44.07% - 67.71%	Quartile 3 23.59% - 43.90%	Quartile 4 <= 23.48%
%HQT	95.41%	96.57%	97.86%	98.97%
% with 0-3 Years Experience	27.70%	22.70%	20.80%	17.40%
% with 4-10 Years Experience	31.30%	30.50%	30.20%	28.50%
% with 10+ Years of Experience	41.00%	46.80%	48.90%	54.10%
High Schools				
	Quartile 1 >= 64.00%	Quartile 2 42.40% - 63.88%	Quartile 3 23.50% - 42.31%	Quartile 4 <= 23.46%
%HQT	93.51%	96.88%	97.51%	97.94%
% with 0-3 Years Experience	25.90%	21.20%	19.30%	16.80%
% with 4-10 Years Experience	27.30%	26.90%	27.40%	25.40%
% with 10+ Years of Experience	46.80%	52.00%	53.30%	57.80%

Note: Quartile 1 is comprised of schools with higher levels of minority students, and Quartile 4 is comprised of schools with fewer of minority students.

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.

2009 Vacancies Reported by Licensure Area

Licensure Area	October 2004	October 2005	October 2006	October 2007	October 2009
Preschool & Elementary	206.5	229	225.4	195.2	98
Birth to Kindergarten	18	25	14	17	13
Kindergarten - 6th Grade	188.5	204	211.4	178.2	85
Middle Grades 6-9	117.5	114	150.5	124.5	62.5
Language Arts	33.5	27	37.5	37	12.5
Social Studies	20.5	11.5	14	15	5
Math	32.5	36.5	47.5	38	12
Science	21.5	23.5	28.5	15.5	9
Other	9.5	15.5	23	19	24
Secondary Grades 9-12	103.5	110.5	164	166.5	86
English	18.5	16	35	35.5	9.5
Social Studies	7	10	15.5	10.5	7
Math	45	48	60.5	70.5	29.5
Science	17.5	25	31	31	17
Other	15.5	11.5	22	19	23
Exceptional Children Grades K-1	163	171	257.5	218.2	92
Exceptional Children K-12	163	171	257.5	218.2	92
Special Subjects	119.2	83.4	120.5	92.4	52.2
Art K-12	18	3.5	11.5	13.5	4.7
Music K-12	19	14	15.5	12	5
Physical Education K-12	21	18	18.5	16	16
Health K-12	2	0	0.5	1.5	0
Foreign Language K-12	33.7	18.4	33	17.9	10
English as a Second Language	25.5	29.5	41.5	30.5	16.5
Other K-12				1	
Career Technical Education	50	55	69.5	58	21
Agriculture	1	2	4.5	2	1
Family & Consumer Sciences	14	15.5	13	10.5	2
Marketing	2	2	0	5	0
Business	6	5	11	8.5	7
Technology	6	10.5	15	14	1
Trade & Industrial Education	6	5	12.5	5	2
Other (Career Technical Ed.)	15	15	13.5	13	8
Student Services Personnel	104	138	135.5	115	80.93
Media	22	27	26	17	5.5
School Counselor	29	29	32	23	26.5
Psychologist	13	17.5	33	20	12.93
Social Worker	5.5	4.5	7.5	5	6
Audiologist	2.5	0	2	2	0
Speech Language Pathologist	30	57	35	46	30
Other	2	3	0	2	0
Administration	71	70	113.5	126.5	67
Assistant Principal	21	19	22.5	30	13
Principal	3	8	7	8	7
Central Office Other	47	43	84	88.5	47
Total	815.5	887.5	1115.9	1003.9	559.63

TEACHER TURNOVER REPORT

Annual Report on the Reasons Teachers Leave

2007-2008

Prepared by:

Public Schools of North Carolina
Department of Public Instruction
Talent Management and Development Division
November 2008

TEACHER TURNOVER REPORT 2007-2008

G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2007-2008 school year asked LEAs to report the total number of teachers employed in the system between March 2007 and March 2008, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. The results of the surveys are summarized in the following pages.

Changes in Teacher Turnover Reporting effective with the 2007-2008 data

To more accurately and consistently report data, changes have been made to the annual teacher turnover report to better align it with the data that will be reported in the School Report Card. LEA level turnover for the 2008 School Report Card is calculated based on the individuals employed in the LEA as teachers in March 2007, but not employed in the LEA as teachers in March 2008, as reflected in the DPI Licensure/Salary database. LEA turnover does not include teachers who moved from one school to another school in the LEA. Personnel administrators were provided a list of individuals employed as teachers in the LEA in March 2007, but not employed in the LEA as teachers in March 2008, and asked to provide summative data on the reasons these teachers left teaching. The numbers of teachers leaving when totaled, should equal the total number of teachers on the list provided to the LEA personnel administrator. This change should bring consistency to the turnover numbers that are being reported. In past years, LEAs provided us with the number of teachers, per the LEA's calculations, and the number that left, per the LEA's calculations. The teacher turnover data was for the fiscal year, July 1 through June 30.

We realize that this change will make it appropriate to compare the turnover reported by LEAs this year to the turnover reported by LEAs last year. We also realize that in order to make decisions on data, we need accurate and consistent data. Going forward, this change will help ensure the quality of teacher turnover data.

Appendix A provides information as to how teacher turnover was determined for 2007-2008. This is the same procedure used for the State Report Card.

Survey Instruments Used

Copies of the survey used and clarifying examples are contained in Appendix B. As before, LEAs were asked to identify up to five teaching areas in which they found the greatest difficulty in hiring appropriately licensed teachers. Their responses have been summarized and are included in this report.

Turnover

The 2007-2008 State turnover average is **9.36%**. While this percentage is less than the system level turnover rate, this percentage is reflective of those who are no longer in the public schools of North Carolina. (See Appendix A for further information.)

The 115 school systems reported that 13,432 teachers of the 96,966 teachers employed during the 2007-2008 school year left their systems for a **system level turnover rate of 13.85%**. This represents an increase in the turnover rate (12.31%) reported for the 2006-07 school year. This figure includes Visiting International Faculty (VIF) who are required to return to their home countries after three years. VIF teachers accounted for 279 teachers who left and removal of this category would reflect a system level turnover rate of 13.56%.

Of the 13,432 teachers reported leaving, 4,562 (33.96%) had tenure. During the 2006-07 school year 32.58% of the teachers who left had tenure, during the 2005-06 school year, 30.77% of the teachers who left teaching had tenure, and during the 2004-05 school year 29% of the teachers who left had tenure.

Turnover rates ranged from a high of 41.57% in Weldon City to a low of 4.55% in Graham County. A listing of turnover by systems is included in Appendix C. Appendix D contains a listing of turnover reported by local systems for the last five years.

Reasons for Leaving

The table that follows details the reasons for teachers leaving as reported by their school systems. They are ranked in descending order. Appendix E summarizes the reasons given for teachers leaving across the past five years. Appendix F provides an analysis of turnover using the categories: Remained/Remaining in Education, Turnover that Might be Reduced, Turnover Initiated by the LEA, and Turnover Beyond Control.

Teacher Turnover and Teacher Working Conditions

Appendix G provides information that relates to the Teacher Working Conditions for the ten (10) LEAs with the highest percentage of teacher turnover compared to the ten (10) LEAs with the lowest percentage of teacher turnover.

**Reasons for Leaving As Reported By the LEAs
(2007-2008)**

Reason	% of teachers leaving for this reason	Number leaving for this reason
Resigned to teach elsewhere To teach in another NC LEA (78.19%) To teach in another state (15.79%) To teach in a NC non-public/private school (3.75%) To teach in a NC Charter School (2.27%)	22.02% 29	58
Retired With full benefits (88.92%) With reduced benefits (11.08%)	16.26% 21	84
Resigned—Family Relocation	12.16%	1633
Resigned—Other reasons or reason unknown Other reasons (72.98%) Unknown reasons (27.02%)	11.87% 15	95
Resigned—Family responsibility/child care	5.97%	802
Stayed in LEA but in Non-Teaching position	5.96%	800
Interim contract ended – not rehired	4.96%	666
Re-employed retired teacher resigned	3.42%	459
Resigned—Career Change	3.18%	427
Resigned—To continue education/sabbatical	2.43%	327
Resigned—End of VIF Term	2.08%	279
Resigned—Dissatisfied with teaching	1.78%	239
Resigned—Because of health/disability	1.46%	196
Resigned—In lieu of dismissal	1.35%	181
Did not obtain or maintain license	1.21%	162
Non-Renewal (Probationary contract ended)	1.06%	142
Moved to a non-teaching position in education in another LEA/Agency	.96%	129
Deceased .51%		68
Resigned—End of Teach for America Term	.48%	64
Resigned—Moving due to Military Orders	.45%	60
Reduction in Force	.28%	37
Dismissed .1	8%	24
Totals 1	00%	13,432

**Most Difficult Areas of Licensure
for which to find Licensed Teachers**

2005-2006 20		06-2007		2007-2008	
Number of LEAs Responding to Question =110		Number of LEAs Reporting to Question = 113		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	97	9-12 Mathematics	87	9-12 Mathematics	88
Sp. Ed.: General Curriculum	77	9-12 Science	67	9-12 Science	69
9-12 Science	72	Sp. Ed.: General Curriculum	64	Sp. Ed.: General Curriculum	58
6-9 Mathematics	62	6-9 Mathematics	54	6-9 Mathematics	49
6-9 Science	49	6-9 Science	46	6-9 Science	40
Sp Ed.: Adapted Curriculum	49	Sp Ed.: Adapted Curriculum	38	Sp Ed.: Adapted Curriculum	28
Cross Categorical	34	Second Languages	33	ESL	25
Behavioral/Emotional Disabilities	32	Severely/Profoundly Disabled	22	Second Languages	24
Learning Disabilities	29	ESL	20	EC (Separate areas not indicated)	18
Second Languages	28	Mental Disabilities	19	9-12 English	14
Mental Disabilities	20	Cross Categorical	18	Family/Consumer Sciences 6-12	13
Speech Language Pathologist	14	Speech Language Pathologist	13	Speech Language Pathologist	11
ESL	14 9-	12 English	12 6-	9 Language Arts	10
6-9 Language Arts	14	6-9 Language Arts	12	Cross Categorical	9

2005-2006 20		06-2007		2007-2008	
Number of LEAs Responding to Question =110		Number of LEAs Reporting to Question = 113		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
Family/Consumer Sciences 6-12	12	Media Coordinator	10	Counselor	8
Elementary Education	11	Counselor	9	Media Coordinator	7
9-12 English	11	Family/Consumer Sciences 6-12	7 EI	Elementary Education	6
6-9 Social Studies	8	Birth-Kindergarten	6	Behavioral/Emotional Disabilities	6
Severely/Profoundly Disabled	8	Elementary Education	6	Mental Disabilities	6
Counselor 7					
Birth-Kindergarten 6					
Media Coordinator	6				

Notes: ¹ Above numbers include only those areas identified by 5 or more LEAs.

² Spanish was the Second Language most often identified.

employment to participate in orientation activities designed by the LEAs. School systems can apply for the flexible use of their mentor funds to support the employment of full-time mentors. Legislation has been enacted that specifies teachers with less than 3 years of teaching experience not be assigned any extra-curricular activities unless they are requested in writing. The Board has articulated optimum working conditions for beginning teachers which include minimal non-instructional duties and no extra-curricular duties unless requested in writing¹⁸.

Salary Increases

Under the Excellent Schools Act, the State raised the salary paid to teachers. The revised salary schedules include a 12 % pay differential for teachers with National Board Certification and a 10% pay differential for teachers with master's level licenses¹⁹.

Enhancement/Recognition Programs

The State participates in several programs designed to recognize and honor inservice educators. The **Teacher of the Year** Program recognizes outstanding teachers. The State Teacher of the Year receives a \$7500 award and serves as an ambassador for teaching for one year. Seven regional Teachers of the Year receive \$5000 each. Through the generosity of the NC Automobile Dealers Association the State Teacher of the Year also receives a new car. The State Teacher of the Year and the seven regional winners are also provided a trip to a national professional development conference. Additionally, the North Carolina Center for International Understanding provides the State Teacher of the Year the opportunity to participate in an international study trip.

The **Principal of the Year** Program, conducted in conjunction with Wachovia Bank, honors outstanding principals. Cash awards are made to the State Principal of the Year and seven regional Principals of the Year by Wachovia Bank.

North Carolina participates in the **Milken Educator** Program. Two-four educators per year are selected to receive \$25,000 from the Milken Foundation. These educators are recognized at the local level and honored at a luncheon.

NC Center for the Advancement of Teacher (NCCAT)

The NC Center for the Advancement of Teaching was established in 1985 to develop and 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 annually.

www.nccat.org

¹⁸ North Carolina State Board of Education Policy Manual (2006). Policies on the Beginning Teacher Support Program, Policy Number TCP-A-004, Section 4.30 Optimum Working Conditions for Beginning Teachers.

¹⁹ Department of Public Instruction (2009). Fiscal Year 2009 – 2010 North Carolina Public School Salary Schedules. <http://www.ncpublicschools.org/fbs/finance/salary/>.

The Impact of Teacher Preparation
on
Student Learning
in
North Carolina Public Schools

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THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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The Impact of Teacher Preparation
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Introduction

During the 1990s, North Carolina public school students showed more improvement on the National Assessment of Educational Progress (NAEP) than students in any other state in the country. But in the new century, our progress has slowed substantially. In 2007, the most recent year for which NAEP scores are available, North Carolina's 4th and 8th graders scored slightly higher in mathematics than their peers in the rest of the country but lagged by a similar amount in reading. On North Carolina's own End-of-Grade examinations, in 2008-09 fewer than two-thirds of the state's 3rd-8th graders scored proficient in both mathematics and reading. Among those living in poverty, less than half were proficient in both. High school students passed less than three-quarters of their End-of-Course examinations, and about the same percentage of them graduated.

Over the past decade, the General Assembly, the Governor, the State Board of Education, the Courts, and the University of North Carolina have been searching for ways to address the stalled progress and persistent inequality in student learning. State policymakers have increased both pressure on and support for low-performing schools, increased funding for disadvantaged districts, and intensified accountability demands. Yet the courts have found that the state is still failing to meet its constitutional obligation to provide a "sound basic education" to a large proportion of North Carolina's minority and low-income students. Moreover, North Carolina failed to meet 11 of the 83 accountability targets set by the federal No Child Left Behind (NCLB) Act.

Among North Carolinians concerned about education there is wide agreement that more and better teachers are crucial to further improvement. To address the need to put more effective teachers in the state's classrooms, leaders of the University of North Carolina system have launched an initiative to:

- assess the effectiveness of teachers prepared by UNC institutions;
- identify strong as well as weak programs;
- hold campus leaders accountable for the effectiveness of the teachers they prepare;
- identify evidence-based effective practices; and
- promote the adoption and implementation of effective practices in the 15 UNC institutions with teacher preparation programs.

The initiative includes a series of studies to assess how many teachers prepared by UNC institutions actually enter teaching in NC public schools, how long they stay, and what they contribute to student learning in the public schools. This report presents the initial findings on the last of these three issues: what teachers prepared by UNC institutions contribute to student learning, both collectively and institution by institution. The findings reveal current strengths and weaknesses, but just as importantly, they represent a baseline against which future progress may be judged.

Overall, we find that on average, at the high school and elementary school levels, a teacher prepared by one of the UNC system's traditional undergraduate teacher education programs produces slightly more learning by her NC public school students than does a teacher who entered NC public schools from other sources. By "other sources," we refer to the combined set

of teachers prepared out of state, teachers prepared by private or independent colleges and universities within North Carolina, and teachers who entered through alternative certification. In elementary school mathematics, for example, on average, being taught by a teacher from a UNC undergraduate teacher education program adds the equivalent of about four days of extra schooling to what the students would have learned if taught by a non-UNC teacher. But at the middle school level, the average gains in students' knowledge and skills produced by teachers prepared by UNC undergraduate programs are neither greater nor less than those produced by other teachers. Across all three levels of schooling, the average gains produced by teachers from the UNC system's Master of Arts in Teaching programs are similar to those produced by teachers from all non-UNC sources.

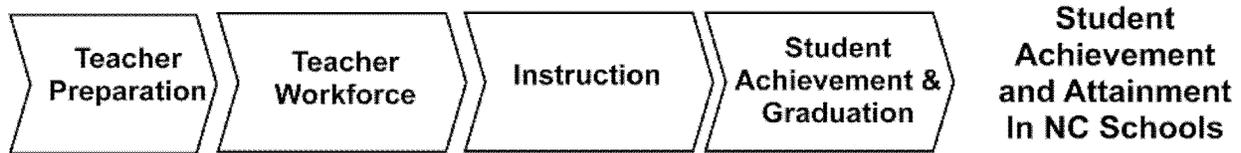
Turning to a review of our findings by grade range and subject, in high school science, we find that five UNC institutions produce teachers who are more effective than teachers from other sources. Four institutions prepare more effective elementary school math teachers. In other grades and subjects there are fewer UNC programs that produce teachers who are more effective than teachers from other sources. In each subject at each level of schooling, no more than one UNC institution produces graduates who are *less* effective than teachers from other sources. Otherwise, teachers from UNC institutions do neither better nor worse than teachers from all other sources. If UNC and its campuses wish to help the state pick up the rate of progress and meet its obligation to provide all children with a sound basic education, teacher preparation programs at UNC campuses will have to produce teachers who perform well above the current standard. Being neither better nor worse than the rest is not a sufficiently high standard for UNC programs to meet if they are to help improve the performance of the state's public schools.

In the balance of this report, we break down these findings by grade range (high school, middle school, and elementary school); by subject (English, mathematics, and science in grades 9-12; mathematics and reading in grades 3-8); and by campus, comparing public school student learning results produced by teachers from each of the 15 UNC teacher preparation programs to results produced by teachers from all other sources combined, including those from out of state, from private colleges and institutions within North Carolina, and from alternative entry programs. But to understand the findings correctly, it is essential for readers to understand the data and methods on which the findings are based. So we begin with a brief summary of our data and methods.

Data and Methods

The aim for this study was to isolate the effects of UNC teacher preparation programs on student achievement in the public schools of North Carolina. The linkages connecting teacher preparation programs to student achievement and graduation are shown in Figure 1. As illustrated in Figure 1, teacher preparation programs have an impact on the teacher workforce along with other factors such as teachers' salaries and working conditions. Increasing the quality of the teacher workforce can have an impact on the quality of teaching, which is considered by most to be a crucial factor in improving student achievement and increasing graduation rates.

Figure 1: Connecting Teacher Preparation Programs to Student Achievement



To accomplish the study objective, we connected individual students' test scores to the individual teachers who taught their classes in tested subjects by using actual class rosters. Test scores and rosters were provided by the NC Department of Public Instruction (NCDPI). In the past, researchers have had to rely on information about the teacher who proctored the examination, which is not necessarily the person who actually taught the class. We tied each teacher to his or her preparation program using both UNC General Administration administrative records and licensure files from NCDPI. Thus, we have a solid base of evidence connecting graduates of UNC institutions to the classrooms in which they teach, to their students, and to their students' test scores.

On the premise that the influence of teachers' university preparation is likely to diminish as teachers gain experience, we restricted our sample of teachers to those with fewer than 10 years' prior teaching experience. The data analyzed to estimate the effects of UNC teacher preparation programs includes 1.94 million test scores that we connected to 143,892 classes across elementary, middle, and high schools (See Tables 1 & 2 in the Technical Appendix for a detailed breakdown of the numbers of teachers and students by campus). These scores break down in the following way:

- At the high school level, our findings are based on End-of-Course test scores in 8 subjects (English I, Algebra I and II, Geometry, Biology, Chemistry, Physics, and Physical Science) in 2004-05 and 2005-06. This represented a very large sample – a total of 483,269 test scores in 25,981 classes.
- By the time we conducted our middle school analyses, we were able to assemble an additional year of data (2006-07 as well as 2004-05 and 2005-06). Our analysis included 367,950 test scores on End-of-Grade tests for 22,907 classes in reading and 389,246 End-of-Grade test scores for 23,901 classes in mathematics.
- We were also able to use three years of elementary school test scores, but for the years 2005-06, 2006-07, and 2007-08. Our analyses included 354,195 End-of-Grade test scores in 42,170 elementary school reading classes and 346,925 End-of-Grade test scores in 28,933 elementary school mathematics classes.

To isolate the effects of teacher preparation programs, we use data on students, classrooms, teachers, and schools to control or adjust for differences in where and whom the teachers teach. The models include each student's prior year test scores in reading and mathematics in order to estimate the value added to each student's skills and knowledge during the school year. Prior research indicates that students with well-to-do, highly educated parents in a classroom full of other students with well-to-do, highly-educated parents in a well-funded school post higher year-to-year test score gains than do students without these advantages. By controlling for these

factors, we assure that neither individual teachers nor teacher preparation programs get credit or blame for factors that are beyond their control. The rich array of specific variables controlled for in the models is presented in Figure 2.

Figure 2: Variables in the Student Achievement Models

Student	Classroom	School
1. Prior test scores	1. Number of students	1. School size (ADM)
2. Classmates prior test scores (peer effects)	2. Advanced curriculum	2. Suspension rate
3. Days absent	3. Remedial curriculum	3. Violent acts per 1,000 students
4. Gender	4. Heterogeneity of prior achievement within classroom	4. Total per pupil expenditures
5. Race/ethnicity	5. Teacher characteristics (added to some models)	5. District supplements
6. Poverty		6. Racial/ethnic composition
7. Parental education		7. Concentration of poverty
8. Gifted		
9. Disability		
10. Currently limited English proficient		
11. Previously limited English proficient		
12. Overage for grade (held back or retained at least once)		
13. Underage for grade (promoted two grades)		
14. Grade level		

It is extremely important to note that controlling for these variables does not *assume* that these variables exert an effect on student learning. Rather, it allows for the models to detect and adjust for differences *if* they exerted an effect. By including these variables, we separated their effects from the effects of teachers and of the teacher preparation programs from which they had graduated. All findings presented in this report separate out the effects of the student, classroom, and school characteristics shown in Figure 2 in order to isolate the true effects of the teacher preparation programs from these other influences.

Finally, we used a technique called mixed models to take into account the fact that students are “nested” within classrooms within schools. This type of model adjusts for the fact that students with similar characteristics are often assigned to the same classroom (or school). For more information about the data and analytic approaches utilized for this report see *The Impact of Teacher Preparation on Student Learning in North Carolina Public Schools: Technical Report* available on the CIPP website, <http://publicpolicy.unc.edu/CIPP/Publications>.

Findings

Overall Findings. After separating out the effects of the student, classroom, and school variables shown in Figure 2, we found that teachers who earned undergraduate degrees from UNC teacher education programs produced middle school test score gains that were neither better nor worse than those produced by teachers from all other sources, but slightly better high school and elementary school student test score gains. How much better off are the high school and elementary school students taught by these UNC graduates? In elementary mathematics, for

example, the students taught by UNC graduates gained the equivalent of about four additional days of schooling. Graduates of UNC Master of Arts in Teaching programs were neither more nor less effective than other teachers in North Carolina elementary, middle, or high schools.

Table 1: UNC Undergraduate Prepared and MAT Teachers’ Effects on Test Score Gains vs. Teachers from All Other Sources (out-of-state, private, and lateral entry)

	High School End-of-Course Exams	Middle School End-of-Grade Mathematics	Middle School End-of-Grade Reading	Elementary School Mathematics	Elementary School Reading
UNC Undergraduate Preparation	Slightly Better*	Neither Better nor Worse	Neither Better nor Worse	Slightly Better*	Slightly Better*
UNC Master of Arts in Teaching	Neither Better nor Worse	Neither Better nor Worse	Neither Better nor Worse	Neither Better nor Worse	Neither Better nor Worse

Teachers from UNC undergraduate teacher education programs include those who completed courses required for their teaching license while majoring in a content area, such as mathematics, English, or psychology as well as those who majored in education. Master of Arts in Teaching (MAT) programs are designed to attract students who decide to go into teaching after they have graduated from college with neither an education major nor the necessary education-related coursework. Such programs typically include courses in the subject matter to be taught as well as in education. The amount of subject matter coursework required generally depends on how much such coursework the MAT student had already completed as an undergraduate.

In our analyses, the public school student test score gains produced by these two groups of UNC prepared teachers are compared with the score gains produced by teachers from all other sources combined, including independent colleges and universities within North Carolina, teachers from outside of North Carolina, and teachers who entered North Carolina public schools via an “alternative” route. Examples of alternative routes are “lateral entry” programs in which college-educated but uncertified teachers begin teaching before they complete all coursework required for initial licensure. UNC campuses often provide this coursework, but this comes after the lateral entry teacher has secured a position in an NC public school, promising to complete the remaining State Board of Education requirements for licensure within three years. In the present analyses, teachers who entered NC schools through the Teach for America program are included in the “all other teachers” category.

Findings on Individual UNC Institutions. In Table 2, we summarize our findings concerning the 15 UNC institutions that prepare teachers. As one might expect from the findings reported

above, in all subject areas and at all levels, teachers prepared by the majority of traditional UNC teacher education programs produce test score gains that are neither better nor worse than those produced by teachers from all other sources. But at the high school level, graduates of one institution – NC State University – produced gains that were significantly better than those produced by teachers from non-UNC sources. In addition, teachers from several UNC campuses produced significantly greater gains in high school science (4 institutions) and in elementary school mathematics (5 institutions). Graduates from only 2 UNC institutions produced smaller gains than those produced by teachers from other sources and these occurred in four of the categories displayed in Table 2.

Table 2: Effects of UNC Teacher Preparation Program Graduates on Test Scores Compared to Those Produced by All Other Sources of Teachers

	Better	Worse	Neither Better or Worse
High School Overall	1 (NCSU)	1 (WSSU)	13
High School Mathematics	2 (UNC-A, NCSU)	1 (WSSU)	12
High School Science	4 (FSU, NCSU, UNC-P, UNC-CH)	1 (ECSU)	10
High School English	2 (FSU, WCU)	0	13
Middle School Mathematics	1 (UNC-CH)	1 (NCCU)	13
Middle School Reading	0	0	15
Elementary School Mathematics	5 (ECU, UNC-C, UNC-CH, UNC-G, UNC-W)	0	10
Elementary School Reading	2 (ECU, UNC-W)	0	13
	<i>Abbreviations:</i> ECU-East Carolina University, ECSU-Elizabeth City State University, FSU-Fayetteville State University, NCCU-North Carolina Central University, NCSU-North Carolina State University, UNC-A-University of North Carolina-Asheville, UNC-P-University of North Carolina-Pembroke, UNC-CH-University of North Carolina at Chapel Hill, UNC-C-University of North Carolina-Charlotte, UNC-G-University of North Carolina-Greensboro, UNC-W-University of North Carolina-Wilmington, WCU-Western Carolina University, and WSSU-Winston Salem State University		

The significantly better learning gains produced by graduates from several UNC campuses are important for at least five reasons:

1. First, they demonstrate that it is possible for a variety of UNC institutions to outperform other sources. In high school science, for example, the institutions whose graduates produced significantly better gains than teachers from non-UNC sources are Fayetteville

State University, NC State University, University of North Carolina at Chapel Hill, and University of North Carolina-Pembroke.

2. Second, the results demonstrate that our methods enable us to detect significant effects of individual institutions, even if they are small. Overall, the high school EOC scores produced by NCSU grads were slightly less than half a point higher than those produced by teachers from non-UNC sources. As a way to understand the magnitude of this effect, if NCSU prepared teachers had taught all of the state's high school courses with end-of-course exams, the 2008 passing rate would have increased by about 1.5 percentage points.
3. Third, in some cases, the advantage to UNC programs is more impressive. Teachers from UNC-Pembroke, the top performer in high school science, produced score gains that averaged about 1.3 points higher on EOC science exams than the score gains produced by teachers from non-UNC sources. As a way to understand the magnitude of this effect, if UNC-Pembroke prepared teachers had taught all of the state's high school science courses with End-of-Course exams, the 2008 passing rate would have increased by about 4.0 percentage points.
4. Fourth, even where they are small, the effects are often meaningful. The difference between average EOC scores at the top-scoring $\frac{1}{4}$ of all NC high schools and the bottom-scoring $\frac{1}{4}$ is only 5 points. So the overall half-point advantage to NCSU grads represents a little less than $\frac{1}{10}$ of the difference between the top and bottom-scoring high schools – a small but not a negligible contribution.
5. And fifth, by comparing the approaches taken by these institutions with practices at institutions that do less well, UNC officials and faculty members may be able to identify the “active ingredients” or program components that make for better performance. As one education dean remarked, the present findings “don't tell us what to do, but they do tell us where to look.” That is, the findings point to areas where institutions need improvement and to other institutions that may hold the keys to improvement.

Unpacking the Findings. From the viewpoint of a public school student, the parent of a public school student, or a state education policy maker, it matters little whether a given teacher or graduates of a given program perform better than others because of their general academic ability prior to college or because of the training provided to them by their teacher education program. The same goes for teachers who perform worse than others. But teasing out the effects of selection from the effects of training can have important implications for program improvement.

Our analysis of institutions' effectiveness by subject and level can cast further light on the programs' strengths and weaknesses. Consider the case of NC State's half-point overall advantage at the high school level. Closer examination reveals that NCSU holds an advantage in high school mathematics and science, but in English, its graduates produce skill gains that are neither better nor worse than those produced by teachers from non-UNC sources.

A closer look at the program whose graduates underperform teachers from non-UNC system sources is also instructive. Our findings by subject show that what appears to be an overall problem is actually isolated to a single subject area – mathematics. In high school mathematics,

students taught by the program's graduates score about 1.5 points lower than students taught by teachers from non-UNC sources. But in English and science, this institution's graduates perform similarly to non-UNC teachers. Further, the number of high school mathematics teachers prepared by this institution appears quite small. In the two years covered by our sample (2004-05 and 2005-06), 14 teachers from the institution taught 116 high school mathematics classes. The overall institutional effect is concentrated in one content area – mathematics – which produced relatively few teachers. Our findings did reveal a real problem, but the problem can be pinned down, examined, and addressed much more specifically than an initial impression might suggest.

Another way of “cutting” the findings is to ask how much of a given teacher preparation program's performance is accounted for by the academic ability of the students admitted to the program and how much is attributable to the training provided to students, once admitted. We tease these two effects apart by conducting analyses without controlling for teachers' academic ability prior to college and then introducing controls for ability prior to college. More specifically, we first exclude and then include two measures of academic ability prior to college: SAT scores and high school grade point average.

Consider two examples. When prior academic ability is omitted from the analysis, middle school mathematics students taught by the graduates of one UNC program appear to perform about half a point better than students taught by teachers from non-UNC system sources. But when we introduce SAT scores and high school grade point average to control for their ability prior to college, our results indicate that graduates of the program produce skill gains that are neither better nor worse than the gains produced by non-UNC system graduates. It remains true that the program's graduates do produce better score gains, but the advantage derives substantially from their better-than-average academic ability prior to college rather than from any gains attributable to the training provided by the program.

The second example concerns a program whose graduates teaching middle school mathematics appear to perform similarly to teachers to non-UNC system graduates. In this case, when controls for teachers' prior academic ability are introduced, students taught by graduates of this program appear to fare much worse than those taught by non-UNC teachers. So the problem here is not primarily one of selection into the program, but of the quality of training that the institution provides to prospective teachers of middle school mathematics.

Some Notes on the Effects of Control Variables. As we indicated earlier, in order to isolate the effects of teacher preparation programs, other variables which may influence student test scores but which do not truly reflect one way or another on the actual teaching effectiveness of graduates from a given program were taken into account in our models. Our analyses included many characteristics of individual students, of classrooms and teachers, and of the schools where they taught. These variables were included largely to remove their influence from the systems and institutional effects we have presented above. But our findings regarding several of them do have important implications for UNC efforts to produce more and better teachers and do provide some evidence about the effectiveness of various strategies.

Before discussing some of these findings, we want to stress three points. First, all of these findings pertain not just to teachers prepared by UNC undergraduate or MAT programs, but to all teachers in the state. Second, recall that because our central purpose was to assess the effects of teacher preparation programs on public school student learning outcomes, we restricted our sample to teachers with less than 10 years' experience. If we had included more experienced teachers, our findings might have been quite different. Finally, these findings represent the associations between these variables and student test scores. Each of these findings should be considered preliminary and deserve more systematic follow-up to accurately and more precisely quantify their influence on student achievement. Now we turn to the descriptive findings on selected control variables.

Experience. For most subjects at all three grade ranges, teachers in their first year of experience produced student test score gains that were significantly worse than those produced by teachers with five or more years of experience. (The exception to this pattern is in middle school reading. Our examination of the NC Standard Course of Study in reading and language arts at the middle school level suggests that it is so vaguely defined that it is difficult for teachers to be sure what they should teach. To put the matter broadly, if nobody is quite sure what to teach, then nobody is especially good or bad at it.) For teachers with one or two years' experience, the effects are negative at the high school and elementary school levels, but less negative than for beginning teachers.

The magnitude of the average difference between being taught by a beginning teacher and teachers on the job for at least five years is sometimes quite substantial. In elementary school mathematics, for example, students gain about 6 points per year on their tests on average. The average difference in being taught by a beginning teacher amounts to the loss of approximately 17 days of schooling. In middle school mathematics, year to year growth slows to about 2.7 points. Due to the fact that students gain at a slower rate per day during middle school, the effect of being taught by a beginning teacher in middle school is equivalent to a loss of almost 39 days of schooling. The effect of having a first year teacher for middle school mathematics is roughly equivalent to the loss of 20% of instructional time during that year.

The explanation for these findings may appear obvious: teachers learn from on-the-job experience, and it takes a couple of years of experience to become a proficient teacher. But there may be another factor at work. Perhaps less effective teachers leave the profession at higher rates during the first few years. As resources and time permit, we will investigate the degree to which each of these two hypotheses – learning from experience or differential attrition – explains the effect which we have observed. But it is already clear that many new teachers enter the classroom underprepared. Institutions that prepare teachers – including but not limited to UNC system institutions – need to ask what they might do to eliminate the negative effects of newly-minted teachers.

Out-of-Field Teaching. At all three grades, teachers who teach subjects which they are not certified to teach are associated with worse results than do teachers who are certified to teach these subjects. The finding holds for reading and mathematics at both the middle and elementary school levels, as well as on average for tested subjects at the high school level. Students taught

mathematics by uncertified elementary school teachers appeared to learn substantially less than students taught by certified elementary school teachers – the equivalent of about 18 days’ worth of instruction. At the middle school level, those taught mathematics by uncertified teachers actually learned the equivalent of about 40 days less! The disadvantage incurred by students taught by uncertified teachers was comparable to the disadvantage incurred by students taught by first year teachers. For high school, the negative effects appear to be much smaller than those for a first year elementary or middle school teacher.

It may be that some principals assign teachers to teach out-of-field simply because with available resources, they cannot find enough teachers certified in certain fields or subjects. If this explains the occurrence of out-of-field teaching, then the UNC system may need to implement strategies to increase the number of teachers available to teach in the fields with shortages. Other strategies that involve changes in school organization may be needed as well. It could be that the number of classes to be taught in tested subjects and the number of teachers certified to teach them in a given school do not come out even. Rather than hiring an extra mathematics teacher to cover only one otherwise uncovered Algebra class, for example, a principal may assign a science or another teacher to teach it. This might be a more intractable problem to solve. These differences call for additional inquiry into the reasons for out-of-field teaching.

Advanced Degrees and National Board Certified Teachers. The state pays a salary premium of 10% for teachers with master’s degrees and 12% for teachers with National Board Certification. So there is an intense interest on the part of University officials as well as state education policy makers concerning the findings on these variables. These two variables are prime instances where it is absolutely essential to emphasize that we restricted our sample to teachers with fewer than 10 years of prior experience. *If we had included teachers with more experience in our analyses, our findings concerning these two variables might have been very different.* For teachers with less than 10 years of experience, we found that advanced degrees (master’s or beyond) did have a positive impact on student test score gains in middle school mathematics, middle school reading, and elementary school mathematics, but not at the high school level nor in elementary school reading. These differences are for all types of Masters degrees, but in future research we will begin to break this down into types of degrees, such as education, content areas (math, science, history, etc), and educational administration. For teachers with less than 10 years’ experience, certification by the National Board for Professional Teaching Standards showed a positive impact on high school test score gains and on test score gains in both mathematics and reading at the elementary school level, but not in either middle school mathematics or reading.

Class Size. This is another variable that requires careful interpretation. State policy places definite restrictions on the permissible range of class size in NC schools. So there is very modest variation in the average size of classes in the schools in our sample. Given the small observed range of variation in the size of classes, it is not surprising that we found only extremely small or no effects of variation in class size. Nor from our own analyses do we have any evidence on what the effects on student learning would be if the existing restrictions on class size were relaxed.

Classroom Peer Effects. In light of contemporary debates about the effects of student assignment upon student learning, it may be useful to acquaint the reader with our findings on this matter. Here we have estimated the association of test scores with two distinct variables: (1) the average ability of a student's peers in a given class, and (2) the range of abilities in the class. By "average ability of a student's peers," we mean the average prior year's test scores for all students in the class other than a given student. In middle school mathematics, for example, a plausible increase in the average ability of a student's peers (.25 standard deviations) is associated with a gain of the equivalent of about five days of schooling. A student's peers in the classroom represent important resources for learning. It is obviously not possible for every student to be in classes with very high average scores, but in principle it would be possible for all students to have equal access to peers who score reasonably well. Assigning a student to a class with low-scoring peers puts him or her at a disadvantage.

The effects of the range of abilities in a given classroom were weaker and more variable. In middle school mathematics, a wider range of prior achievement was actually an advantage. In elementary school mathematics, a wider range of prior achievement is a disadvantage. Our results offer no clear evidence to explain these contrasting effects. It may be that many middle school teachers use small groups in which students with better understanding of a given topic teach those with weaker skills, while elementary school teachers are less inclined to use such practices. At the high school level and in both middle school and elementary school reading, the degree of heterogeneity in prior scores had no statistically significant effect, either positive or negative.

Summing Up and Looking Forward

The test score gains of public school students taught by graduates of teacher education programs represent one important indicator of quality among the many possible ways to judge the quality of the programs. As we have shown in this report, it is possible to connect the effects of teacher preparation programs with test score gains by the public school students whom their graduates teach. Judged solely on this criterion, traditional undergraduate teacher education programs in the UNC system appear to do a slightly better job of preparing teachers than do all other routes into teaching in North Carolina public schools, combined. UNC Master of Arts in teaching programs do neither better nor worse than all other routes.

In addition to the findings on the overall performance of UNC program graduates compared with teachers who entered NC public schools through other routes, we have broken down the findings by grade level, subject, institution, and the effects of selection versus training. We have discussed some of these more detailed findings in the body of the report. Institution by institution findings and further details are provided in Table 3 of the Technical Appendix.

North Carolina taxpayers provide substantial subsidies to UNC system teacher education programs. While these subsidies can be justified by the need for the state to provide opportunities for aspiring teachers to prepare for their chosen profession at a reasonable cost throughout the state, an additional justification for the subsidy is the effectiveness of the programs in improving achievement in the state compared to other ways to produce teachers. In

the present report we have not distinguished among graduates of NC private colleges and universities, out of state colleges and universities, and alternative entry programs. UNC system leaders and other education policymakers have expressed interest in how well the University's programs are doing compared to each of these other routes. In 2010, we will compare the effectiveness of teachers who enter the profession in North Carolina by each of the four routes.

In our 2010 reports, we will also compare test score gains for students taught by teachers with different types of Master's degrees. And finally, we will estimate the impact of UNC principal preparation programs upon student test score growth, student and teacher absenteeism, achievement of federal and state accountability goals, teacher turnover, and working conditions within the schools the graduates of these programs lead.



Effectiveness of Teach For America Corps Members



	Teach for America Coefficient	Teach for America as Compared to UNC Traditional
HS Overall	0.134*	better
HS Math	0.081*	better
HS English	0.056*	better
HS Science	0.141*	better
HS Social Studies	0.018	no difference
MS Math	0.151*	better
MS Reading	0.028	no difference
MS Algebra	NR	NR
MS Science	NR	NR
Elementary Math	0.039	no difference
Elementary Reading	0.042	no difference

- What are the effects of TFA corps members?
 - TFA corps members increase student test scores for middle school mathematics by approximately ½ year of learning.
 - TFA corps members increase HS pass rates for their students by approximately 3 percentage points.



THE UNIVERSITY
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at CHAPEL HILL

Carolina Institute
for Public Policy



High School: Comparing Performance of Portals to UNC Undergraduate Prepared



Teacher Portals	Overall	Math	English I	Science	Social Studies
UNC Masters	--	--	--	--	--
NC private undergrad	--	Worse	--	--	Worse
NC private Masters	Better	Better	--	Much better	--
Out of state undergrad	--	Worse	--	--	Worse
Out of state Masters	--	--	--	--	Worse
UNC Licensure only	--	--	--	--	--
Other Licensure only	--	NR	NR	NR	NR
Teach For America	Better	Better	Better	Better	--
Visiting Intl Faculty	Worse	Worse	--	--	--
Lateral Entry	Worse	--	--	--	Worse
Unclassifiable	Worse	--	--	--	--

Dashed line (--) indicates that the teachers in portal performed neither better not worse than UNC undergraduate prepared teachers.



Middle School: Comparing Performance of Other Portals to UNC Undergraduate Prepared



Teacher Portals	Math	Reading	Algebra I	8 th Grade Science
UNC Masters	--	--	NR	NR
NC private undergrad	--	--	--	--
NC private Masters	NR	NR	NR	NR
Out of state undergrad	--	--	--	--
Out of state Masters	--	--	Worse	--
UNC Licensure only	--	Worse	NR	NR
Other Licensure only	NR	NR	NR	NR
Teach For America	Better	--	NR	NR
Visiting Intl Faculty	--	--	Worse	NR
Lateral Entry	--	--	--	--
Unclassifiable	--	--	NR	NR

Dashed line (--) indicates that the teachers in portal performed neither better not worse than UNC undergraduate prepared teachers.



Elementary School: Comparing Performance of Other Portals to UNC Undergraduate Prepared



Teacher Portals	Math	Reading
UNC Masters	--	--
NC private undergrad	--	--
NC private Masters	--	--
Out of state undergrad	Worse	Worse
Out of state Masters	--	--
UNC Licensure only	--	--
Other Licensure only	--	--
Teach For America	--	--
Visiting Intl Faculty	--	Better
Lateral Entry	--	--
Unclassifiable	--	--

Dashed line (--) indicates that the teachers in portal performed neither better not worse than UNC undergraduate prepared teachers



Effects of Other Teacher Characteristics



	Infield	1 st YR	2 nd YR	3 rd YR	4 th YR	MA	NBC	PRX
High School Overall	--	Worse	Worse	--	--	Better	--	Better
High School Math	Better	Worse	Worse	--	--	Better	Better	--
High School English I	--	--	--	--	--	Better	--	--
High School Science	--	Worse	--	--	--	--	--	Better
High School SS	--	Worse	--	--	--	--	--	Better
MS Math	Better	Worse	Worse	--	--	--	--	Better
MS Reading	--	Worse	Worse	--	--	--	--	--
MS Algebra I	--	Worse	--	--	--	--	--	--
8 th Grade Science	--	--	--	--	Better	Better	NR	--
ES Math	--	Worse	Worse	Worse	--	--	--	Better
ES Reading	--	Worse	Worse	Worse	Worse	--	--	--

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.

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 *High Objective State Standard of Evaluation* 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.

EXECUTIVE SUMMARY

Title: Direct Licensure/Alternate Licensure Pathway for Teach for America Candidates

Type of Executive Summary:

- Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute #115C-296
- SBE Policy #TCP-A-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Rebecca Garland, Chief Academic Officer; Ms. Carolyn McKinney, Executive Director, Professional Teaching Standards Commission; Dr. Lynne Johnson, Director, Educator Recruitment and Retention

Description:

Teach for America corps members are an invaluable resource in providing effective instruction to students in Charlotte-Mecklenburg Schools, Durham Public Schools, and twelve hard-to-staff counties in Northeastern North Carolina. Recent studies suggest that Teach for America corps members are at least as, and in many cases more, effective than traditionally trained teachers. Candidate success is based on several factors including recruitment and selectivity involving leadership potential; ongoing coaching in content, instructional strategies, and data use from previous corps members in a professional learning community; and a comprehensive induction program.

The attached policy will allow Teach for America corps members to apply directly to the Department of Public Instruction for a Standard Professional II License upon successful completion of the induction program and three years of teaching.

Additional materials describing the Teach for America program may be found at www.ncpublicschools.org/stateboard/meetings/.

Resources:

Input Process:

Professional Teaching Standards Commission

Stakeholders:

Students and LEAs

Timeline For Action:

Immediate

Recommendations:

Department staff recommend that the State Board of Education amend TCP-A-002 to allow direct licensure of qualified Teach for America corps members.

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: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-002

Policy Title: Policies on Routes to Licensure

Current Policy Date: 05/06/2010

Other Historical Information: Previous Board dates: 07/12/2001, 6/5/2003, 08/07/2003, 12/07/2006, 01/04/2007,06/07/2007, 03/05/2009

Statutory Reference: PL 107-110, the No Child Left Behind Act of 2001; Session Law 2003-284

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON ROUTES TO LICENSURE

...

2.35 More At Four Teachers in Non-Public Settings

More at Four teachers in non-public settings may work through the Office of School Readiness to obtain and maintain their licenses. The Office of School Readiness may request a lateral entry license from the Licensure Section for individuals who meet the requirements for a lateral entry license. The Office of School Readiness may also administer a Beginning Teacher Support Program and License Renewal Program through the Licensure Section.

2.36 Teachers of Critical Language for the North Carolina Virtual Public School

The North Carolina Virtual Public School may request a lateral entry license from the Licensure Section for individuals who meet the requirements for a lateral entry license in a critical language. The Licensure Section will issue a program of study outlining the requirements the individual must fulfill to be issued a Standard Professional I license. The requirements must be fulfilled within the same time limits as other lateral entry teachers.

2.37 Teach for America

Teach for America participants may apply directly to the Licensure Section to obtain their licenses. After successfully completing the Teach for America program an individual is entitled to an Standard Professional II license as follows: (1) An appropriate Teach for America official certifies successful completion of the program and (2) An appropriate LEA supervisor submits verification that the individual has successfully completed three years of teaching.

...

Policy Identification**Priority:** Twenty-first Century Professionals**Category:** Licensure**Policy ID Number:** TCP-A-004**Policy Title:** Policies on the Beginning Teacher Support Program**Current Policy Date:** 08/03/2006**Other Historical Information:** Previous Board dates: 03/05/1998, 11/05/1998, 06/11/2003, 2/5/2004, 01/05/2006**Statutory Reference:****Administrative Procedures Act (APA) Reference Number and Category:****POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM****4.00 Induction Requirements**

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure. Teachers from states not included in North Carolina reciprocity agreements who have not completed an NCATE-approved teacher education program must participate in the Beginning Teacher Support Program regardless of their length of experience.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a Beginning Teacher Support Program experience.

4.10 Assignment/Experience Requirements

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

4.20 Beginning Teacher Individual Growth Plan

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Individual Growth Plans will be audited as part of the Title II monitoring process.

4.30 Optimum Working Conditions for Beginning Teachers

Research indicates that beginning teachers are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. The beginning teacher is often assigned the most difficult students, multiple preparations, and multiple extra-curricular assignments. These working conditions prohibit on-the-job learning and negatively influence teacher job satisfaction. To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

As used in these guidelines, the term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

4.40 Orientation

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the teacher evaluation process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Strategic Priorities, and Goals.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, each beginning teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. If the beginning teacher is not assigned a full-time mentor, to ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

The following guidelines should be used for mentor teacher selection:

1. Successful teaching in the area of licensure
 - Appraisal ratings among the highest in the school (regardless of instrument/process used);
 - Strong recommendations from principal and peers;
2. Commitment
 - Willingness to serve as a mentor;
 - Willingness to participate in on-going annual professional development related to mentoring;
3. Other
 - Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study; and
 - Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

4.55 Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentor Training are attached to this policy.

4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role

of the beginning teacher's assigned mentor in the observations. Whether or not the assigned mentor may conduct one of the required observations is a local decision.

4.80 Beginning Teacher Support Program Timetable

Year 1	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ is assigned a mentor ▪ is provided an orientation ▪ develops an Individual Growth Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Individual Growth Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Individual Growth Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation

4.90 Conversion Process

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a continuing license for it to be granted.

4.100 Due Process

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing

(Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

4.120 Beginning Teacher Support Program Plans

Each LEA must develop a plan and provide a comprehensive program for beginning teachers. This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program may submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) provide for the preparation of an Individualized Growth Plan (IGP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.
- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the IGP and evaluation report(s).
- (11) provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

4.130 Beginning Teacher Support Program Annual Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

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

.0305 LICENSES FOR NON-TEACHER EDUCATION GRADUATES

- (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 TCP-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...

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

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.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

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.

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-018

Policy Title: 16 NCAC 6C.0309 Policy governing reciprocity in licensure

Current Policy Date: 08/01/2000

Other Historical Information: Previous Board dates: 05/08/1986, 03/01/1990, 05/16/1999

Statutory Reference: GS 115C-12(9)a; NC Constitution, Article IX, Sec. 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C.0309

.0309 RECIPROCITY IN LICENSURE

Persons who have not completed a teacher education program in this state that has been approved under Rule .0202 of this Subchapter shall be eligible for a license by the department at the class "A" level as follows:

- (1) graduates of institutions outside the state that are accredited by the National Council for Accreditation of Teacher Education, provided that
 - (a) the applicant seeks a license in his major area(s) of preparation;
 - (b) the applicant is recommended by the preparing institution for a license in his major area(s) of preparation;
 - (c) the recommendation is supported by an official transcript supplied by the institution; and
 - (d) the applicant seeks a license in an area or level of teaching for which the department provided a license.
- (2) teachers accepted from other states under G.S. 115C-349 through 115C-358;
- (3) graduates who meet the standards developed by the National Association of State Directors of Teacher Education and Certification; and
- (4) teacher education graduates of out-of-state institutions that are accredited by a national or regional accrediting authority such as SACS who do not meet the requirements of paragraphs (1)-(3) of this Rule, as follows:
 - (a) The department shall issue a reciprocity license, which is a provisional license that is valid for one year. The department shall remove the provisional limitation after the person has taught for one school year.
 - (b) The license shall cover only the areas and levels in which the applicant holds, or is qualified to hold, an out-of-state license.
 - (c) A person who holds a reciprocity license must satisfy the renewal requirements of

- Rule .0307 of this Section.
- (d) the applicant must hold or be qualified to hold the highest grade current license in the state in which the applicant completed the bachelor's level teacher education program.

History Note: Authority N.C. Constitution, Article IX, Sec. 5; G.S. 115C-12(9)a.;
Eff. July 1, 1986;
Amended Eff. August 1, 2000; March 1, 1990.

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.

Licensure¹ (Overall & Alternative) Totals

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

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	2062	N/A
			<i>via UNC System Schools (2009)</i>			988	
			<i>via RALCs (2009)</i>			1,055	
			<i>via Innov./Exper. Progs. for Teachers (2009)</i>			19	
Direct Licensure	DPI only	Y	N	Y	Y	1142	60
Innovative/Experimental Progs. for School Admins. <i>New Leaders for New Schools</i>	Y	Y	Y	Y	Y	N/A	0
			<i>via New Leaders for New Schools (2009)</i>				<i>9 enrolled</i>

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.

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 EVAAS¹ 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

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/sanders saxton horn.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.

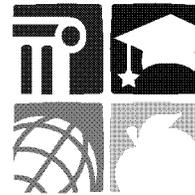
There are numerous advantages to the EVAAS value-added modeling, some of which are listed below:

- 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

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.

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 <i>North Carolina Standards Course of Study</i> .					
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

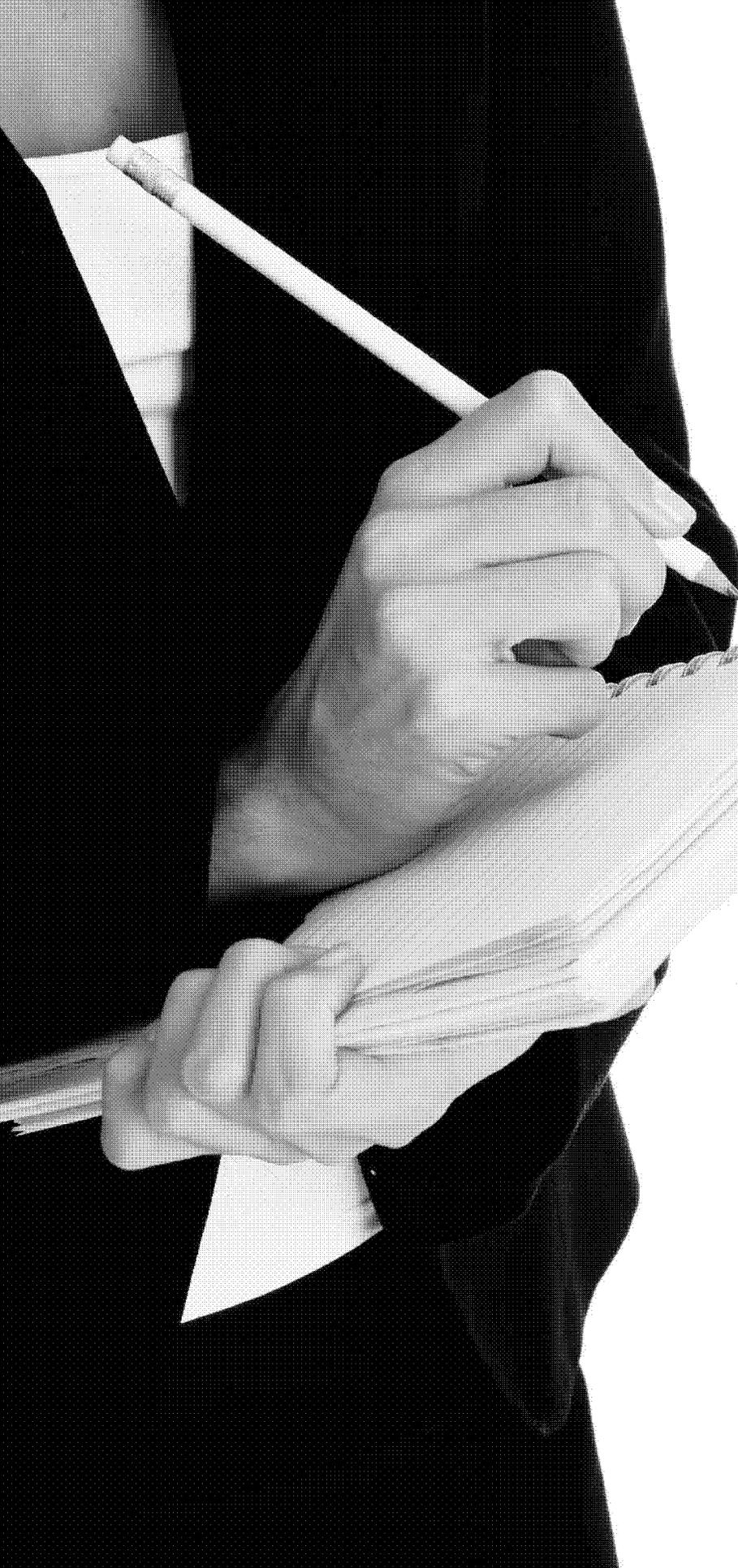
Date

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.



North Carolina School Executive:
PRINCIPAL
EVALUATION PROCESS



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

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					

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>

**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.

Examples of Professional Development Offerings that Address Identified Needs

English Language Learners (ELLs)

To address learning gaps for English Language Learners, teachers statewide are involved in continuous, targeted professional development. Teachers from all eight regions of the state participate in face-to-face classes, e-classes, and webinars to improve teaching practices. Courses are designed to assist educators in applying the English Language Proficiency (ELP) standards in their classroom instruction. E-resources, e-coaching and book studies are also utilized in this process.

The *Sheltered Instruction Observation Protocol* (SIOP), one of our most successful programs, is an approach to teaching that promotes language development and content-area learning for English Language Learners. Content-area and ESL teachers adapt grade level content lessons to the students' levels of English proficiency, building literacy skills, and accelerating language development. Over the past five years, summer and three-day institutes have focused on the eight components and thirty features of the SIOP model.

A research study of our second largest district (and the district with the largest ELL population), Charlotte-Mecklenburg, analyzed SIOP data and found that:

- On average, Hispanic students in elementary-school-level SIOP classes do as well as their non-Hispanic peers on EOG reading and math testing while non-Hispanic students in non-SIOP classes score significantly lower.
- SIOP high school students (students in all math classes with SIOP-trained teachers) showed greater gains between Algebra I and Algebra II than non-SIOP students (math classes with non-SIOP trained teachers).
- When controlling for previous achievement, analysis of variance shows that SIOP did have a statistically significant effect on English I, Geometry, and Algebra II achievement ($p=.004$ and $p=.049$ respectively).
- Students in schools that were studied for SIOP implementation in 2008-09 whose teachers participated in SIOP professional development benefited significantly from their experience. This is reflected in end-of-year testing in reading and math in grades 3-8 which shows that students in classes with SIOP trained teachers had a statistically significantly higher likelihood of being at or above grade level in reading.
- Students in high school showed no difference in achievement when they received instruction from SIOP trained and non-SIOP teachers. However, the data reveals that, as expected, a much higher percentage of students in SIOP trained teacher classes are LEP. When achievement for these students is analyzed it is clear that students whose high school teachers had higher levels of SIOP professional development had a greater likelihood of being at or above grade level on end-of-year testing in English I testing (Yelton & Yelton, 2010).

Future professional development plans include Sheltered Instruction Observation Protocol (SIOP) Support Team members serving as trainers and coaches for teachers, administrators, and others who have had basic SIOP training and serve ELLs. The Support Team will be comprised of 30 members from ESL and curricular areas, K-12, from across the state. Team members will work together to develop training materials, lesson plans, and other support materials, as well as

train and coach practitioners to support and enhance their skills in implementing the SIOP model of instruction.

LinguaFolio, a formative assessment reflective learning tool, guides students to monitor, reflect, set and map their language goals. The LinguaFolio, appropriate for K-12 programs, was developed in consultation with the Center for Equity and Excellence in Education at George Washington University through collaboration with the Appalachian Regional Comprehensive Center. LinguaFolio training is ongoing at conferences, workshops, and other meetings, statewide and locally. A statewide pilot of the online version of LinguaFolio, or e-LinguaFolio, will launch at a week long conference in August 2010.

Students with Disabilities

Acknowledging a need to increase teacher knowledge and skills in special education instruction as a result of Teacher Working Conditions survey data and standardized test outcomes for that population, the State pursued its first NC State Improvement Project (NCSIP) Grant in 2000. Using a *Responsiveness to Instruction* framework, NCDPI created research-based professional development courses with a focus on literacy, math, Positive Behavior Support, teaching thinking skills, gifted behaviors, and teaching students with Autism. Over the ensuing ten years, over 32,000 educators received training and support, and the resulting process for providing professional development – developing trainers to build local capacity, checking for fidelity of instruction and implementation, coaching, and evaluating student progress – has had a major effect on student performance and decreasing dropout rates of students with disabilities.

Between 2000 and 2010, the average yearly gain in the number of all Students with Disabilities in North Carolina who are at or above grade level in reading increased at a rate of three percentage points a year, compared to an annual rate of two percent for all non-disabled students. During the same time period, students receiving NCSIP reading instruction gained at an average rate of 14 percentage points a year. These results have prompted efforts to focus on literacy instruction for students with significant cognitive disabilities using the same NCSIP model. Work in the area of math was started five years into the project, and the results have been equally compelling. The average yearly gain in the number of all Students with Disabilities in North Carolina who are at or above grade level in mathematics increased at a rate of seven percentage points a year, on par with progress made by non-disabled students; students receiving NCSIP mathematics instruction gained at an average rate of 23 percentage points a year.

Positive Behavior Support (PBS) is another focus of the work to improve the performance of Students with Disabilities that emerged from the initial assessment of professional development needs. Over the past ten years, over one-third of all NC schools have established school-wide PBS programs and are receiving ongoing training and support services. Additionally, students with disabilities who dropped out of school fell from 37% in 2007-08 to 31% in 2008-09, while students with disabilities who graduated rose from 52% to 57%.

The success of the *RTI and PBS* frameworks has encouraged NCDPI to build a plan for how all professional development efforts could be linked to this research-based process across disciplines.

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.

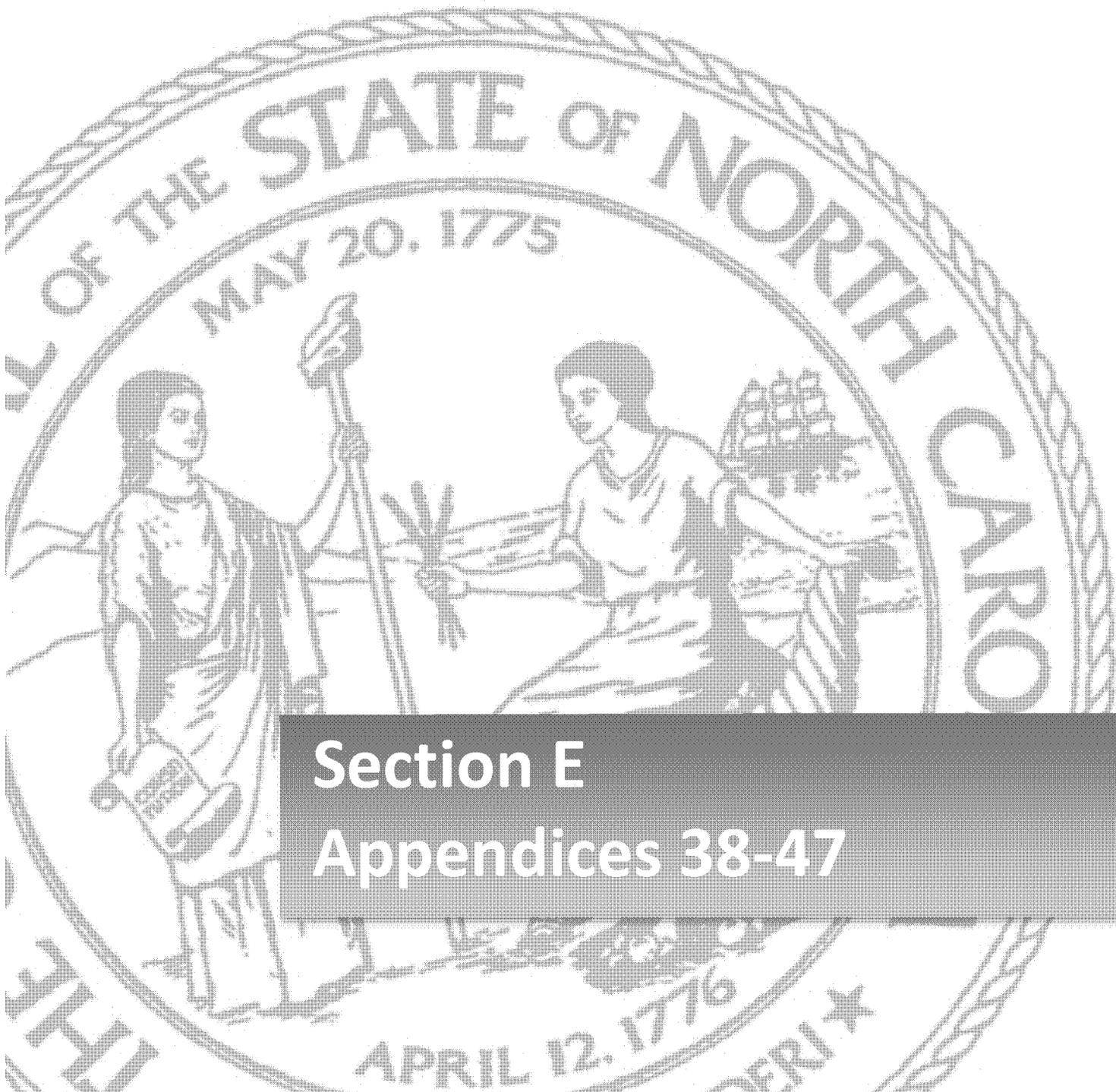
Other recommendations will be worked on by the Task Force in Summer/Fall 2009 for submission to the State Board in January/February 2010.

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 38-47

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

Legislation Regarding Continually Low-Performing Schools

Prior to May 27, 2010

§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two of three consecutive years. If the State Board identifies a school as continually low performing:

- (1) The school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to G.S. 115C-105.38(b)(3), and
- (2) The plan must be reviewed and approved by the State Board of Education.

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low performing for two consecutive years or for two of three consecutive years, the State Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school. (2001-424, s. 29.3; 2009-223, s. 3.)

Legislation was amended May 27, 2010. Attached is the revised legislation effective May 28, 2010.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

05-27-10P01:41 RCVD

SENATE BILL 704
RATIFIED BILL

AN ACT TO SOLELY PROVIDE AUTHORIZATION FOR THE STATE BOARD OF EDUCATION TO APPROVE REQUESTS OF LOCAL BOARDS OF EDUCATION TO REFORM CONTINUALLY LOW-PERFORMING SCHOOLS AS EITHER A TRANSFORMATION MODEL, RESTART MODEL, TURNAROUND MODEL, OR SCHOOL CLOSURE MODEL; TO DEFINE TRANSFORMATION MODEL AS A SCHOOL WHICH INCREASES TEACHER AND SCHOOL LEADER EFFECTIVENESS, CREATES COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES, INCREASES LEARNING TIME, CREATES COMMUNITY-ORIENTED SCHOOLS, AND PROVIDES OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT; TO DEFINE RESTART MODEL AS ALLOWING THE SCHOOL TO OPERATE UNDER THE SAME RULES AS A CHARTER SCHOOL OR UNDER THE MANAGEMENT OF AN EDUCATIONAL MANAGEMENT ORGANIZATION WITH NO INCREASE IN THE MAXIMUM NUMBER OF CHARTER SCHOOLS AS PROVIDED IN G.S. 115C-238.29D(b); TO DEFINE TURNAROUND MODEL AS REPLACING THE PRINCIPAL IF THE PRINCIPAL HAS BEEN IN THAT POSITION FOR AT LEAST THREE YEARS AND REHIRING NO MORE THAN FIFTY PERCENT OF SCHOOL STAFF, ADOPTING A NEW SCHOOL GOVERNANCE STRUCTURE CONSISTENT WITH ARTICLE 8B OF CHAPTER 115C OF THE GENERAL STATUTES, AND IMPLEMENTING AN INSTRUCTIONAL PROGRAM ALIGNED WITH THE STANDARD COURSE OF STUDY; TO DEFINE SCHOOL CLOSURE MODEL AS CLOSING THE SCHOOL CONSISTENT WITH G.S. 115C-72 AND ENROLLING THE STUDENTS IN ANOTHER HIGHER-ACHIEVING SCHOOL IN THE LOCAL SCHOOL ADMINISTRATIVE UNIT CONSISTENT WITH ARTICLE 25 OF CHAPTER 115C OF THE GENERAL STATUTES; AND TO PROVIDE AUTHORIZATION TO THE STATE BOARD TO ADOPT RULES AND PROCEDURES CONSISTENT WITH THESE DEFINED MODELS; AND TO IMPLEMENT THESE MODELS WITH ANNUAL REPORTING TO THE STATE BOARD OF EDUCATION FROM THE LOCAL SCHOOL ADMINISTRATIVE UNITS.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8B of Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-105.37B. Reform of continually low-performing schools.

(a) Notwithstanding any other provision of this Article, the State Board of Education is authorized to approve a local board of education's request to reform any school in its administrative unit which the State Board of Education has identified as one of the continually low-performing schools in North Carolina.

If the State Board of Education approves a local board of education's request to reform a school, the State Board of Education may authorize the local board of education to adopt one of the following models in accordance with State Board of Education requirements:

- (1) Transformation model, which would address the following four specific areas critical to transforming a continually low-performing school:
 - a. Developing and increasing teacher and school leader effectiveness.
 - b. Comprehensive instructional reform strategies.
 - c. Increasing learning time and creating community-oriented schools.
 - d. Providing operational flexibility and sustained support.
- (2) Restart model, in which the State Board of Education would authorize the local board of education to operate the school with the same exemptions



from statutes and rules as a charter school authorized under Part 6A of Article 16 of this Chapter, or under the management of an educational management organization that has been selected through a rigorous review process. A school operated under this subdivision remains under the control of the local board of education, and employees assigned to the school are employees of the local school administrative unit with the protections provided by G.S. 115C-325. This subdivision shall not be interpreted to increase the maximum number of charter schools provided in G.S. 115C-238.29D(b). No school authorized under this subsection shall count against the limit provided for charter schools in G.S. 115C-238.29D(b).

- (3) Turnaround model, which would involve, among other actions, replacing the principal, if the principal has been in that position for at least three years, and rehiring no more than fifty percent (50%) of the school's staff, adopting a new governance structure at the school consistent with this Article, and implementing an instructional program aligned with the Standard Course of Study.
- (4) School closure model, in which a local school administrative unit would close the school consistent with G.S. 115C-72 and enroll the students who attended the school in other, higher-achieving schools in the local school administrative unit consistent with Article 25 of this Chapter.

(b) The State Board of Education shall adopt rules to develop requirements for the models for school reform established in subsection (a) of this section.

(c) The State Board shall establish a procedure to implement this section. This procedure shall include annual reporting requirements from local boards that are authorized to use one of the models under this section and shall include a procedure for removing or continuing the authorization.

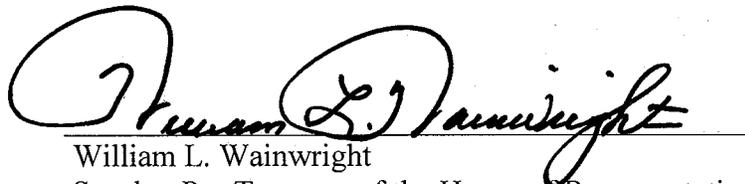
(d) Nothing in this section shall be construed to limit the authority of a local board of education as otherwise provided in this Chapter."

SECTION 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 27th day of May, 2010.



Walter H. Dalton
President of the Senate



William L. Wainwright
Speaker Pro Tempore of the House of Representatives



Beverly E. Perdue
Governor

Approved 735 p.m. this 27 day of May, 2010

Transformation District Results, 2007-08 - 2008-09

<i>LEA</i>	<i>School</i>	<i>Performance Composite, 2007-08</i>	<i>Performance Composite, 2008-09</i>	<i>Up/Down</i>	<i>>50%, 2008-09</i>
Bertie	Aulander Elem	50.5	59.0	Up	Yes
Bertie	Bertie Academy	22.5	7.2	Down	No
Bertie	Bertie ECH		66.7		Yes
Bertie	Bertie High	46.0	41.7	Down	No
Bertie	Bertie Middle	47.2	58.0	Up	Yes
Bertie	Bertie STEM	73.0	73.9	Up	Yes
Bertie	Colerain Elem	48.1	53.4	Up	Yes
Bertie	West Brodie Elem	44.0	51.9	Up	Yes
Bertie	Windsor Elem	36.8	54.7	Up	Yes
Columbus	Acme Delco Elem	49.0	64.4	Up	Yes
Columbus	Acme Delco Middle	52.6	59.5	Up	Yes
Columbus	Boys and Girls Home	32.3	25.5	Down	No
Columbus	Cerro Gordo Elem	54.4	71.2	Up	Yes
Columbus	Chadbourn Elem	33.2	50.3	Up	Yes
Columbus	Chadbourn Middle	41.3	47.2	Up	No
Columbus	East Columbus High	57.3	61.7	Up	Yes
Columbus	Evergreen Elem	58.8	62.0	Up	Yes
Columbus	Guideway Elem	49.3	50.0	Up	No
Columbus	Hallsboro Middle	53.0	60.8	Up	Yes
Columbus	Hallsboro -Artesia Elem	56.6	65.8	Up	Yes
Columbus	Nakina Middle		72.6		Yes
Columbus	Old Dock Elem	61.4	66.4	Up	Yes
Columbus	South Columbus High	67.7	65.4	Down	Yes
Columbus	Southeastern ECH	71.2	68.3	Down	Yes
Columbus	Tabor City Elem	53.6	57.4	Up	Yes
Columbus	Tabor City Middle	55.1	64.6	Up	Yes
Columbus	West Columbus High	64.6	64.4	Down	Yes
Columbus	Williams Township	63.2	73.2	Up	Yes
Hertford	Ahoskie Elem	41.0	53.4	Up	Yes
Hertford	Bearfield Primary	44.3	55.7	Up	Yes
Hertford	Hertford ECH		57.3		Yes
Hertford	Hertford Co. High	45.7	53.1	Up	Yes
Hertford	Hertford Co. Middle	42.4	52.2	Up	Yes
Hertford	Riverview Elem	41.3	50.0	Up	No
Hertford	Student Devel. Ctr.		17.0		
Lexington City	Charles England Intermed.	50.3	66.2	Up	Yes
Lexington City	Lexington Middle	47.7	56.2	Up	Yes
Lexington City	Lexington Sr. High	53.3	60.3	Up	Yes
Lexington City	Pickett Primary	64.3	82.2	Up	Yes
Lexington City	South Lexington Devel. Ctr.	78.6	94.7	Up	Yes
Lexington City	South Lexington Devel. Wing	56.9	64.7	Up	Yes
Lexington City	Southwest Elem	63.1	71.4	Up	Yes
Richmond	Cordova Elem	47.9	60.7	Up	Yes
Richmond	Ellerbe Jr. High	50.0	54.1	Up	Yes
Richmond	Fairview Heights Elem	70.5	68.2	Down	Yes
Richmond	Hamlet Jr. High	51.3	59.6	Up	Yes
Richmond	LJ Bell Elem	70.6	72.1	Up	Yes
Richmond	Leak Street	14.1	13.4	Down	No
Richmond	Mineral Springs Elem	41.0	51.3	Up	Yes
Richmond	Monroe Ave. Elem	49.1	54.8	Up	Yes

Transformation District Results, 2007-08 - 2008-09

<i>LEA</i>	<i>School</i>	<i>Performance Composite, 2007-08</i>	<i>Performance Composite, 2008-09</i>	<i>Up/Down</i>	<i>>50%, 2008-09</i>
Richmond	Richmond Co. Transitional		24.7		No
Richmond	Richmond Co. 9th Gr. Acad.		58.8		Yes
Richmond	Richmond ECH	78.9	75.3	Down	Yes
Richmond	Richmond Sr. High	63.9	71.7	Up	Yes
Richmond	Roberdel Children's Ctr.	37.2	60.7	Up	Yes
Richmond	Rockingham Jr. High	57.3	65.1	Up	Yes
Richmond	Rohanen Jr. High	51.3	53.6	Up	Yes
Richmond	Roahanen Primary	46.1	51.6	Up	Yes
Richmond	Washington Street	55.7	56.0	Up	Yes
Consent District					
Halifax	W. Rockingham Elem	54.6	57.9	Up	Yes
Halifax	Aurelian Springs Elem	40.0	44.3	Up	No
Halifax	Dawson Elem	32.1	32.8	Up	No
Halifax	Enfield Middle	32.5	35.2	Up	No
Halifax	Everetts Elem	39.6	40.6	Up	No
Halifax	Hollister Elem	50.0	51.6	Up	Yes
Halifax	Inborden Elem	33.0	31.8	Down	No
Halifax	Northwest High	34.3	36.1	Up	No
Halifax	Pittman Elem	46.4	53.2	Up	Yes
Halifax	Scotland Neck Primary		52.3		Yes
Halifax	Southeast Halifax High	35.9	28.4	Down	No
Halifax	WR Davie Middle	36.5	37.5	Up	No

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
Charlotte-Mecklenburg	Phillip O Berry Academy	76.3	58.6	57.4	18.9	83.4	84.9	77.8	5.6
Charlotte-Mecklenburg	North Gaston High	75.5	66.3	55.8	19.7	70.1	70.4	66.3	3.8
Charlotte-Mecklenburg	North Brunswick High	73.8	66.9	49.3	24.5	78.1	85.1	59.7	18.4
Charlotte-Mecklenburg	Jones Senior High	72.9	64	57.8	15.1	54.3	65.2	66.0	-11.7
Charlotte-Mecklenburg	Richmond Senior High	71.7	63.9	50.1	21.6	74.5	76.6	62.6	11.9
Charlotte-Mecklenburg	Bunn High	71.4	64.9	57.6	13.8	73.4	70.3	63.9	9.5
Charlotte-Mecklenburg	West Mecklenburg High	71.3	58.3	52.2	19.1	63.3	70.3	62.5	0.8
Charlotte-Mecklenburg	Gray's Creek High School	71.2	63.2	56.6	14.6	75.2	82.6	86.6	-11.4
Charlotte-Mecklenburg	Perquimans County High	70.6	71.9	57.8	12.8	72.2	73.8	71.3	0.9
Charlotte-Mecklenburg	Reidsville High	69.1	55.9	47.2	21.9	68.1	69.4	63.1	5
Charlotte-Mecklenburg	Harding University High	68.7	68.7	62.2	6.5	84.4	89.8	79.1	5.3
Charlotte-Mecklenburg	West Charlotte High	68.3	61	46.1	22.2	65.5	68.3	81.5	-16
Charlotte-Mecklenburg	Franklinton High	68.3	66.4	61.4	6.9	76.6	67.1	65.3	11.3
Charlotte-Mecklenburg	Beddingfield High	67.8	57.9	50.1	17.7	57.5	57.8	54.2	3.3
Charlotte-Mecklenburg	Overhills High School	67.5	60.9	56.3	11.2	79.3	78.4	76.7	2.6
Charlotte-Mecklenburg	East Bladen High	65.2	54.9	41.2	24	63.7	68.1	68.1	-4.4
Charlotte-Mecklenburg	West Columbus High	64.4	64.6	50	14.4	67	69.6	67.6	-0.6
Charlotte-Mecklenburg	Louisburg High	64.1	62.9	52.6	11.5	72.6	71.2	58.5	14.1
Charlotte-Mecklenburg	Pasquotank County High	62.1	59.3	50	12.1	68.3	69.0	49.7	18.6
Charlotte-Mecklenburg	Hoke County High	62	56.5	46.4	15.6	74.1	73.0	53.6	20.5
Charlotte-Mecklenburg	Northern Vance High	61.9	56.5	47.1	14.8	61.8	67.7	51.4	10.4
Charlotte-Mecklenburg	Purnell Swett High	61.8	58.6	50	11.8	58.4	63.6	57.0	1.4
Charlotte-Mecklenburg	South Robeson High	61.8	59.6	48.1	13.7	66.2	60.8	57.0	9.2
Charlotte-Mecklenburg	East Columbus High	61.7	57.3	43	18.7	66.3	73.3	52.4	13.9
Charlotte-Mecklenburg	Roanoke High	61.7	57.3	48.3	13.4	79.3	52.3	72.8	6.5
Charlotte-Mecklenburg	E E Smith High	61.2	50	49.4	11.8	67.5	65.6	62.0	5.5
Charlotte-Mecklenburg	Middle College NC A&T	60.7	41.6	34.5	26.2	77.3	100.0	68.8	8.5
Charlotte-Mecklenburg	Red Springs High	60.6	49.4	42.4	18.2	52.5	68.4	45.1	7.4
Charlotte-Mecklenburg	Pine Forest High	60.3	52.1	51	9.3	82.2	76.2	66.7	15.5
Charlotte-Mecklenburg	Lexington Senior High	60.3	53.3	40.2	20.1	63.5	63.9	46.8	16.7
Charlotte-Mecklenburg	E E Waddell High	58.9	57.3	48.2	10.7	68.1	58.0	63.2	4.9
Charlotte-Mecklenburg	Southern Vance High	58	51.3	43.2	14.8	50.9	63.1	47.2	3.7
Charlotte-Mecklenburg	Hugh M Cummings High	57.4	54.9	43.4	14	64.6	63.0	59.6	5
Charlotte-Mecklenburg	Garinger High	56.6	43	50	6.6	50.3	66.3	78.5	-28.2
Charlotte-Mecklenburg	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
m	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
m	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
n	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
x	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
m	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
x	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

05	Alamance-Burlington	Alamance-Burlington Middle Col	Transformation Partner - DPI -
50	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
80	Bladen	East Bladen High	Transformation Partner - DPI - High Schools That Work
58	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
06	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
58	Durham	Southern High	Transformation Partner - DPI - Solution Tree
00	Durham	Southern School of Engineering	STEM
80	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
77	Guilford	Winston Salem High	Transformation Partner - DPI - M-DEY-C - Local School Design

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
56	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
54	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."

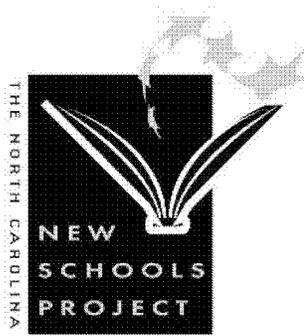
SECTION 3. Local school administrative units and the State Board of Education shall identify, strengthen, and adopt policies and procedures that encourage students to remain in high school rather than to drop out and that encourage all students to pursue a rigorous academic course of study. As part of 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.

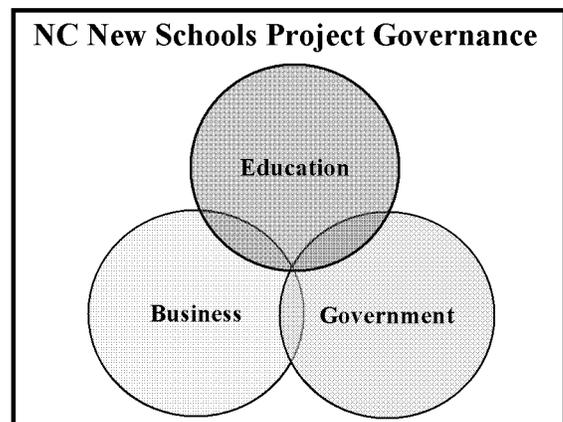
s/ Beverly E. Perdue
President of the Senate



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.

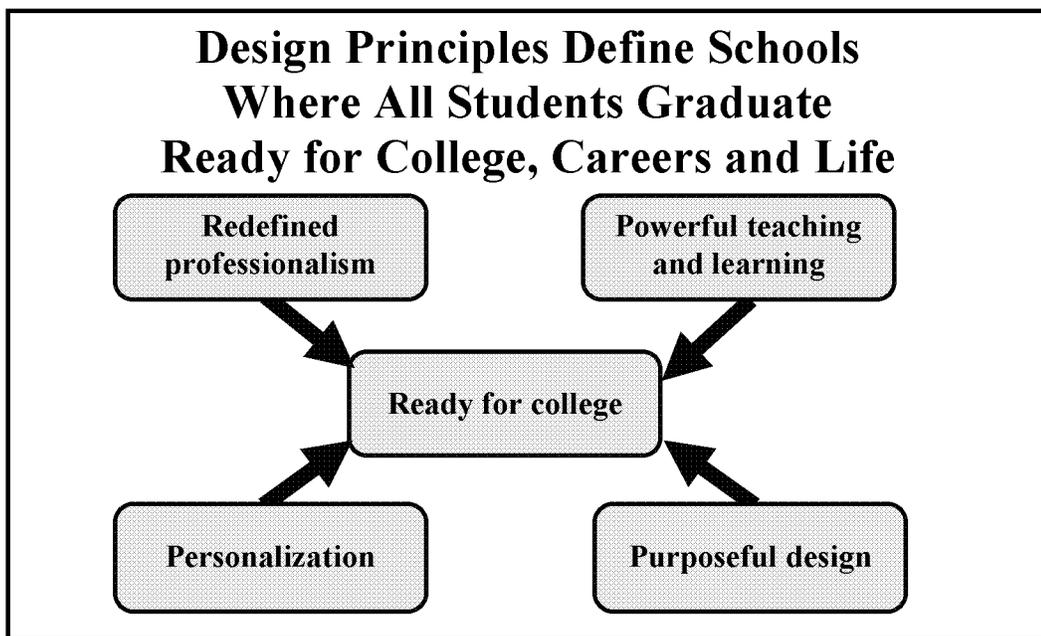
NCNSP's clear intent is to spark and support deep instructional change. The conditions that permit this change are created in part by purposefully and dramatically rethinking traditional high schools' organization to allow different teaching and learning. This contrasts with layering a new "program" 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.



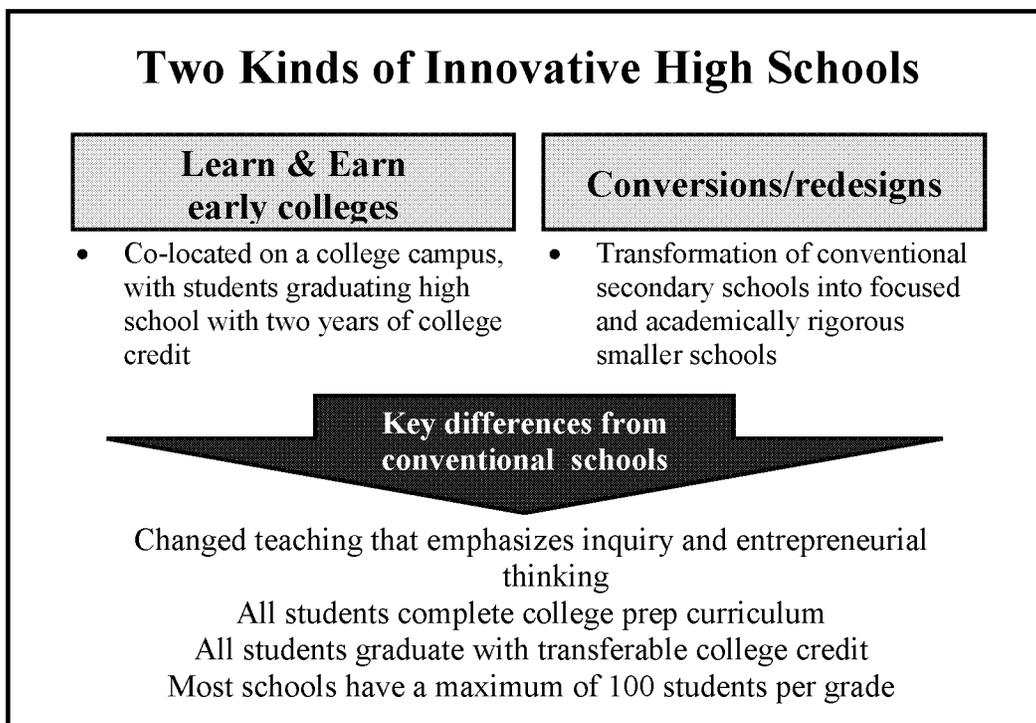
Types of Schools

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

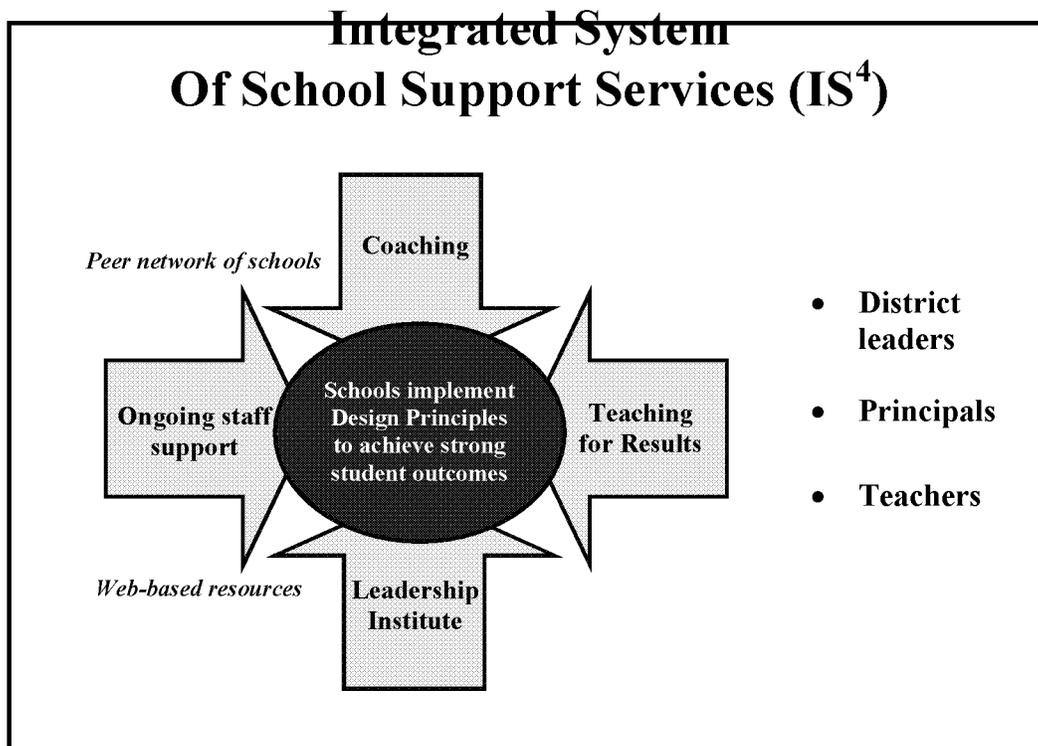
NCNSP and its partners offer assistance to innovative high schools through an Integrated System of School Support Services, or IS⁴. These school support services are aligned specifically with the five Design Principles and utilize an “anchor experience” for principals and lead teachers at a highly effective, innovative exemplar outside of North Carolina. IS⁴ 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. Eighty 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.

Middle School Turnaround Results, 2007-08 - 2008-09

<i>LEA</i>	<i>School</i>	<i>Performance Composite, 2007-08</i>	<i>Performance Composite, 2008-09</i>	<i>Change</i>
Charlotte-Mecklenburg	Northridge Middle	53.9	67.6	13.7
Guilford	Ferndale Middle	46.0	62.0	16.0
Charlotte-Mecklenburg	Quail Hollow Middle	51.9	61.9	10.0
Wayne	Dillard Middle	43.3	61.3	18.0
Charlotte-Mecklenburg	Sedgefield Middle	42.6	59.6	17.0
Rockingham	Reidsville Middle	47.5	58.8	11.3
Bertie	Bertie Middle	47.2	58.0	10.8
Cumberland	Spring Lake Middle	45.9	57.3	11.4
Forsyth	Mineral Springs Middle	43.2	56.8	13.6
Lexington City	Lexington Middle	47.7	56.2	8.5
Charlotte-Mecklenburg	James Martin Middle	42.5	55.4	12.9
Alamance-Burlington	Broadview Middle	45.5	54.0	8.5
Charlotte-Mecklenburg	Eastway Middle	39.9	53.1	13.2
Washington	Washington County Union	42.9	53.1	10.2
Hertford	Hertford Middle	42.4	52.2	9.8
Charlotte-Mecklenburg	Ranson Middle	38.6	52.1	13.5
Guilford	Jackson Middle	41.1	50.9	9.8
Charlotte-Mecklenburg	Wilson Middle	36.1	50.1	14.0
Halifax	Eastman Middle	51.5	50.0	-1.5
Weldon City	Weldon Middle	42.3	50.0	7.7
Charlotte-Mecklenburg	ML King Middle	38.4	49.9	11.5
Charlotte-Mecklenburg	Cochrane Middle	37.3	49.5	12.2
Forsyth	Hill Middle	37.7	48.8	11.1
Duplin	Warsaw Middle	48.6	47.5	-1.1
Columbus	Chadbourn Middle	41.3	47.2	5.9
Anson	Anson Middle	47.6	46.7	-0.9
Guilford	Otis L Hairston Sr Middle	37.7	45.1	7.4
Durham	Neal Middle	30.9	44.1	13.2
Durham	Lowe's Grove Middle	35.5	42.7	7.2
Durham	Chewning Middle	34.0	40.6	6.6
Charlotte-Mecklenburg	JT Williams Middle	35.8	40.0	4.2
Robeson	Red Springs Middle	34.1	38.3	4.2
Forsyth	Philo Middle	30.0	37.8	7.8
Halifax	William Davie Middle	36.5	37.5	1.0
Halifax	Brawley Middle	33.1	36.5	3.4
Halifax	Enfield Middle	32.5	35.2	2.7
Charlotte-Mecklenburg	Spaugh Middle	22.6	30.3	7.7

GRAND CHALLENGES FOR ENGINEERING

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PROVIDE ENERGY FROM FUSION
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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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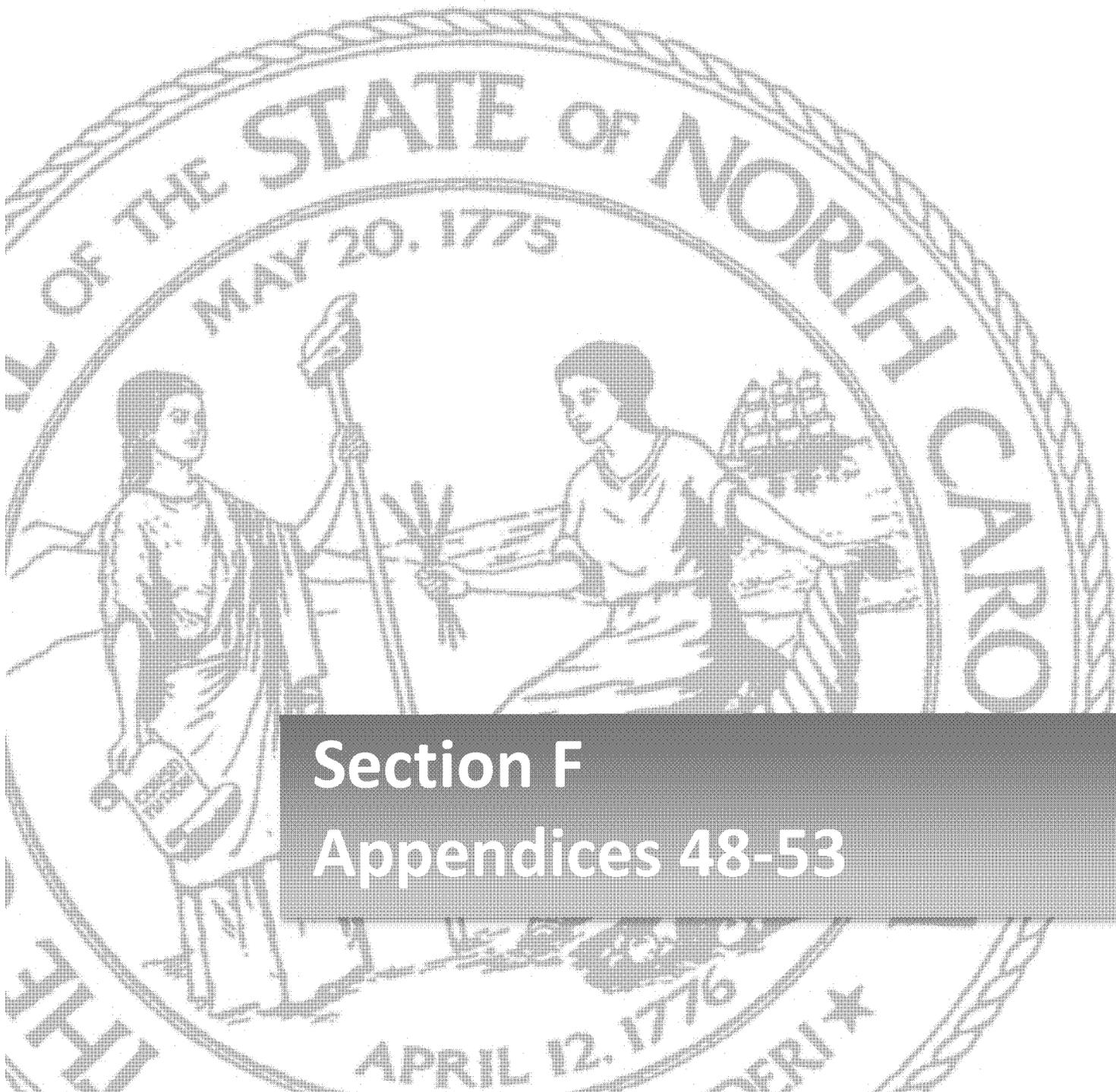
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Section F
Appendices 48-53

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	Total # of Approved Schools Currently in Session with Students
1997-98	65	34	5	1	7	32
1998-99	66	32	11	3	3	61
1999-00	53	28	11	1	0	78
2000-01	54	17	1	0	1	91
2001-02	33	9	2	0	0	96
2002-03	17	2	0	0	0	94
2003-04	26	4	0	0	0	97
2004-05	19	2	0	0	0	99
2005-06	12	1	0	0	0	97
2006-07	19	7	0	0	0	93
2007-08	12	6	0	0	0	98
2008-09	6	2	0	0	0	100
2009-10	No slots available	0	0	0	0	96
2010-11	24	3	0	0	0	99
2011-12	19					
Totals	425	144	30	5	11	

REVOCATIONS & VOLUNTARY RELINQUISHMENTS OF CHARTER SCHOOLS
1997-2009
Updated 7/1/2009

COUNTY	CHARTER SCHOOL	YEAR APPROVED	YEAR OPENED	ACTION	DATE	REASON FOR ACTION
1. Pitt	Right Step Academy	1997	1997	Revocation	January 2001	Financial Noncompliance
2. Forsyth	LIFT Academy	1997	1997	Revocation	December 1999	Financial Noncompliance
3. Wilkes	Elizabeth Grinton Charter School	1997	1997	Revocation	December 1999	Exceptional Children Noncompliance
4. Wayne	Bright Horizons	1997	1997	Revocation	August 1999	Student Enrollment/Business
5. Caldwell	Nguza Saba Charter School	1997	1997	Revocation	January 1999	Student Enrollment/Business
6. Wake	Bonner Academy	1997	1997	Revocation	May 1998	Financial/Governance Noncompliance
7. Onslow	PHASE Academy	1998	1998	Revocation	December 2000	Financial Noncompliance
8. Orange/Chapel Hill City School	School in the Community	1997	1997	Relinquishment	May 1999	Enrollment/Business
9. Orange	Odyssey Charter School	1997	Withdrew – Did not open(one delay)	Relinquishment	January 1998	Incomplete Planning
10. Martin	Bear Grass Charter School	1998	Withdrew-Did not open	Relinquishment	August 2001	Incomplete Planning
11. Wake	Sankore	1998	1998	Relinquishment	March 2001	Enrollment/Business
12. Cumberland	OMA’s Inc. Charter School	1998	1998	Relinquishment	December 2000	Enrollment/Business
13. Durham	Partnership Academy	1998	Withdrew - Did not open (one year delay)	Relinquishment	August 2000	Incomplete Planning
14. Wilkes	Arts and Basics Charter	1998	1998	Relinquishment	October 1999	Enrollment/Business
15. Wayne	Change for Youth	1998	1998	Relinquishment	September 1999	Enrollment/Business
16. Catawba	Catawba Valley Tech	1998	Withdrew – Did not open	Relinquishment	April 1999	Enrollment
17. Wilkes	Wilkes Technical High	1998	1998	Relinquishment	November 1998	Enrollment/Business
18. Iredell	Developmental Day School	1999	1999	Relinquishment	January 2002	Inadequate funding/Declining Enrollment
19. Wake	Hope Elementary School	1999	Withdrew - Did not open (one year delay)	Relinquishment	February 2000	Incomplete Planning
20. Harnett	Harnett Technical High School	1999	Withdrew - Did not open	Relinquishment	September 1999	Incomplete Planning
21. Wilkes	United Children’s Ability Nook	1997	1997	Relinquishment	December, 1999	Enrollment/Business
22. Cabarrus	Cabarrus County Charter School	1999	Withdrew - Did not open	Relinquishment	February 2000	Incomplete Planning
23. Mecklenburg	Tarheel Challenge-West	1999	Withdrew – Did not open	Relinquishment	May 1999	Unresolved Legal Issues
24. Sampson	Tarheel Challenge-East	1999	Withdrew-Did not open	Relinquishment	May 1999	Unresolved Legal Issues

COUNTY	CHARTER SCHOOL	YEAR APPROVED	YEAR OPENED	ACTION	DATE	REASON FOR ACTION
25. Harnett	Harnett Early Childhood Acad	1998	1998	Relinquishment	February 2002	Enrollment/Business
26. Durham	Turning Point Academy	1998	1998	Relinquishment	August 2002	Enrollment/Business
27. Durham	Success Academy	1999	1999	Relinquishment	August 2002	Enrollment/Business
28. Stanly	Stanly County Outreach	1999	1999	Relinquishment	August 2002	Low Enrollment
29. Bladen	Tar Heel Charter High School	2000	Withdrew-Did not open	Relinquishment	May 2002	Facilities
30. Guilford	Oak Ridge Charter School	2001	Withdrew-Did not open	Relinquishment	July 2002	Facilities
31. Wayne	Wayne Technical Academy	1998	1999	Renewal not approved	July 2003	Business, enrollment, reporting, governance
32. Forsyth	East Winston Primary School	1998	1998	Revocation	November 2005	Governance, business, reporting, financial
33. Alamance	Lakeside Charter (01A)	1997	1997	Relinquishment	December 2005	Closing of Children's Facility
34. Durham	Ann Atwater (32J)	2001	2002	Relinquishment	December 2005	Low enrollment
35. Rowan	Rowan Academy (80A)	1999	1999	Relinquishment	February 2006	Finance
36. Catawba	Visions Charter (18B)	1997	1997	Relinquishment	March 2006	Low enrollment/Finance
37. Scotland	Laurinburg Charter School (83A)	1998	1998	Non Renewal	June, 2006	Governance, Finance, Enrollment
38. Guilford	Imani Institute Charter School (41A)	1998	1998	Revocation	July, 2006	Governance, Finance
39. Wake	John H. Baker, Jr. High School (92C)	1997	1997	Revocation	Effective 6/30/07	Governance
40. Iredell	American Renaissance Elem. (49A)	1998	1998	Relinquishment	March, 2007	Consolidated with Amer. Renaissance Middle school
41. Wake	SPARC Academy (92I)	1998	1998	Non Renewal	Effective 6/30/08	Governance
42. Durham	Omuteko Gwamaziima (32G)	1999	1999	Relinquishment	June, 2008	Low Enrollment
43. Scotland	The Laurinburg Homework (83B)	1999	1999	Relinquishment	June 30, 2008	Low Enrollment
44. Lee	Provisions Academy (53A)	1999	1999	Non Renewal	June 30, 2009	Finance, Student Reporting Noncompliance
45. Morehead City	Cape Lookout Marine Science	1998	1998	Non Renewal	June 30, 2010 (Pending Legal)	Governance
46. Moore	Academy of Moore County	1997	1997	Non Renewal	June 30, 2010 (Pending Legal)	Academics

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 & Lincoln	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.

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).)

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.

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.