ESEA Flexibility

Request

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Washington, DC 20202

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions,* which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: http://www.ed.gov/esea/flexibility for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	139
2	Comments on request received from LEAs (if applicable)	N/A
3	Notice and information provided to the public regarding the request	141
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	144
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	170
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	186
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: North Carolina Department of Public Instruction	Requester's Mailing Address: 301 North Wilmington Street Raleigh, North Carolina 27601-2825
State Contact for the ESEA Flexibility Request Name: Lou Fabrizio Position and Office: Director of Data, Research and Federal Policy, Office of the State Superintendent Contact's Mailing Address: 6367 Mail Service Center Raleigh, North Carolina 27699-6367 Telephone: (919) 807-3770 Fax: (919) 807-3772` Email address: lou.fabrizio@dpi.nc.gov	
Chief State School Officer (Printed Name): June St. Clair Atkinson	Telephone: (919)807-3430
Signature of the Chief State School Officer: June St. Clair Atkinson	Date: February 27, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☐ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

OVERVIEW

North Carolina involved many individuals and organizations in coming to agreement on the principles of the ESEA Waiver Application. Some topics have been debated and reviewed over the last several years. As a matter of fact, the State Board of Education has had the agenda item of the new accountability model discussed at 16 meetings since October of 2009. A list of the ESEA Waiver Application Working Team and information on the various groups and their members can be found in **Supplemental Attachment A**. Included in the list are the North Carolina Professional Teaching Standards Commission Members, Educator Effectiveness Work Group Members, SIG Advisory Members, North Carolina Title I Committee of Practitioners (COP), North Carolina National Title I Distinguished Schools Advisory Council, North Carolina Department of Public Instruction Family and Community Task Force Members, specific parent input, and ACRE Project External Stakeholders. Please also note that a list of education acronyms used in this request can be found in **Supplemental Attachment I**.

Principle 1 - College- and Career-Ready Expectations for All Students	
Opportunity for Consultation	**Development of New College- and Career-Ready Standards (2008-2010)** North Carolina embarked on the revision of *all* state standards in the fall of 2008 as a result of the *Framework for Change* (FFC) (see 1A). Our goal was to set standards that - if achieved - prepare students to be globally competitive and ready for post-secondary education. The North Carolina Department of Public Instruction (NCDPI) sought feedback on drafts of the new standards (as well as connecting stakeholders to feedback opportunities on drafts of the Common Core State Standards in early 2010).
Who responded	• More than 12,000 educators across all content areas and specialties including educators for English Learners (EL) and Students with Disabilities (SWD) • Members of the North Carolina Education and Business Community • Schools of Education • Members of Educational Organizations
What we heard	1. **What do the standards mean?** Desire for improved clarity and specificity in drafts – particularly around the use of Revised Bloom's Taxonomy and what the verbs used in the taxonomy intend a child will know or be able to do. 2. **How will the standards be assessed?** Desire for a concrete understanding of how a particular standard might be assessed.
What we did about it	1. **What do the standards mean?** NC refined language and in some cases re-wrote standards. The NCDPI developed unpacked content documents as well as other support tools http://www.ncpublicschools.org/acre/standards/support-tools/ and we conducted targeted professional development on the new standards starting with 2011 summer institutes. 2. **How will the standards be assessed?** NC used assessment prototypes through the standards design process to ensure measurability and are developing formative processes and interim assessment tools as part of RttT-enabled Instructional Improvement System (IIS) that will make available to teachers *many* example assessment items aligned to the new standards.

Opportunity for Consultation	**Transition to New Standards** District Leadership Teams of up to 13 individuals came together for Summer Institutes in 2011to learn, plan, and prepare for the transition to the new standards. Participant feedback was collected through real-time exit tickets, and electronic follow-up forms.
Who responded	Participating superintendents, district administrators, curriculum leaders, and teacher leaders provided feedback.
What we heard	Respondents indicated which aspects of the institute were most beneficial and identified areas of need. Specific requests included additional follow up with the standards, and more focused time for the district teams to engage in deployment planning.
What we did about it	Working in partnership, the Curriculum and Instruction Division and the Educator Recruitment and Development Division (ERD) provided face-to-face follow up sessions to dig deeper into the standards, and explore resources and support documents. ERD provided ongoing formative support to district leaders, and brought teams together to provide fidelity support, and facilitate collaborative peer review of district implementation efforts. In addition to these opportunities, the agenda and focus of summer institutes in 2012 have been heavily influenced by the needs identified through these processes.

Principle 2 - Differentiated Recognition, Accountability, and Support System	
Opportunity for Consultation	**Development of New Assessment and Accountability System (2010-2011)** In addition to revising state standards, The *Framework for Change (FFC)* also called for the revision of the assessment and accountability system. The *FFC* was influenced by the Blue Ribbon Commission on Testing and Accountability (see **Supplemental Attachment A**) which set out to rework North Carolina's Testing and Accountability system, called the ABCs of Public Education. Discussions around the new state accountability model began in 2009 and have continued through the present. Various feedback opportunities have been provided both electronically and in-person, on the development of a new model.
Who responded	• Educators via electronic feedback, regional meetings, Superintendent advisory group, principal/teacher-of-the-year meetings, and education conferences • External Stakeholders Committee • North Carolina Association of Educators (NCAE)
What we heard	1. **Indexing and labeling.** Many respondents in feedback meetings and via contributions to newaccountabilityfeedback@dpi.nc.gov stated that indexing measures to determine a single label or category for every school was both unnecessary and - at times - harmful. In the past, the accountability model used distinctions which conflated status and growth. NC believes that how well students do in an individual year (status) and how much they are improving over time (growth/progress), are ideas not to be combined. Additional feedback advocated for maintaining a strong focus on student growth and progress.

	2. **Align measures (and weightings) to values.** In the initial design work of the new model (2009-2010), NCDPI worked on an indexing system that, particularly at the high school level, would require careful weighting between the graduation rate and measures of what students learn. The SEA heard that high schools must put a sizable emphasis on graduation rate. For instance, polled superintendents rarely suggested weighting below 25% for graduation rate in the proposed index.
What we did about it	1. **Indexing and labeling.** NC adjusted the State approach from indexing and labeling all schools to keeping disaggregated indicators for all subgroups and using those indicators to make decisions. Indexing systems that combine growth and performance into one number run the risk of identifying very different schools in the same way (in much the same way that NCLB clumped schools with radically different student outcomes into the same *met* or *not met* AYP categories). Importantly, this requires us to ensure that disaggregated reporting is simple, understandable and easy to access for the public. To this end, NC is revising the reporting system to focus on scaffolding data to make it more understandable and useful to the public. 2. **Align measures (and their contribution to ratings) to values.** While in the end NC adjusted from an indexing system, feedback did help us understand the central value graduation rate must have on decisions. This is reflected both in how NC proposes to make decisions about support of schools in the future (meaning the methodology will include a substantial focus on graduation rates triggering action as well as achievement and growth) and the State's approach to identifying Priority and Focus Schools.

Principle 3 - Supporting Effective Instruction and Leadership	
Opportunity for Consultation	The first development stage of NC's Educator Evaluation System took place during the mid-2000s. At this time, the Professional Teaching Standards Commission (see **Supplemental Attachment A** for list of members) brought together educators, members of institutions of higher education, representatives from the NC Association of Educators (NCAE) and NC Principals and Assistant Principals Association (NCPAPA), and other school leaders to craft a vision of what teachers should know and be able to do in a 21st century classroom. The Commission traveled across NC to meet with teachers, administrators, and other district leaders. The SBE approved the standards for teachers in June 2007, and later approved the standards for school executives in May 2008. The Commission then shifted its work to the design of rubrics and evaluation processes used by teachers and their administrators, as well as executives and their evaluators. Members sought additional feedback from teachers, school leaders, and central office staff members during work on the rubrics and processes. In addition, teachers and leaders in the field used the instruments and processes during pilot and field tests for the NC Educator Evaluation System. The Department of Public Instruction then revised processes based on feedback gathered during the pilot and field tests. After winning the RttT grant, North Carolina established an Educator Effectiveness Work Group to bring together teachers, administrators, district

	office staff members, superintendents, parents, research scholars, leaders from the university system, representatives of various professional organizations, and policy analysts from not-for-profit organizations(see **Supplemental Attachment A** for list of members).The Work Group vets all policies related to educator effectiveness before they are presented to the SBE for discussion and decision. The NC Department of Public Instruction has also sought feedback from district leaders at facilitated discussions during Superintendents' Quarterly Meetings, as well as smaller, regional groups of superintendents. Staff members have travelled to all eight regions of the state to seek input from human resource directors who typically oversee the implementation of the Educator Evaluation System in the State's districts. Lastly, in partnership with the State's eight Regional Education Service Alliances (RESAs), staff have held educator effectiveness focus groups in all regions of the state. Eight meetings, reaching approximately 400 teachers and principals, have already been held, and a second round of meetings is currently in progress. A third round will take place in the late spring; in total, approximately 1,200 teachers and principals will have the opportunity to reflect on the State's proposed educator effectiveness policies. Note that North Carolina is *not* a union state and therefore, does *not* have to engage in collective bargaining. Regardless, North Carolina has a history of collaboration with various organizations representing teachers, principals, superintendents, etc.
Who responded	• Educators, including charter schools (feedback from more than 1,000 by May 2012) • Principals • Central office staff members (including 115 human resources administrators) • Superintendents • NC Professional Teaching Standards Commission • Educator Effectiveness Work Group • NCAE • NCPAPA • Governor's Education Transformation Commission (GETC)
What we heard	1. **Non-Tested Grades and Subjects**. Originally, the State planned to allow districts to develop their own assessments for those subjects and grades not assessed with state exams. All stakeholders expressed concerns about this approach. Many educators and leaders from small districts raised the issue of having insufficient resources to design sound assessments. Across the state, educators were concerned about equity across districts if some assessments were easier or less sound than others. 2. **Communication**. Stakeholders have expressed a need for clear, concise, and frequent communication on this policy area. Implications of these new educator effectiveness policies will personally affect all of the more than 100,000 teachers and school leaders working in North Carolina.

	3. **Fidelity of Evaluation System**. With the planned uses of educator evaluation results (for example, for career status [tenure] decisions), stakeholders have been concerned about inter-rater reliability on the observation-based standards. Teachers worry about variability in how school leaders conduct observations and rate teachers on the first five standards of the Teacher Evaluation Instrument.
What we did about it	1. **Non-Tested Grades and Subjects**. With an RttT amendment, the State shifted resources and has brought together around 800 educators to design statewide Measures of Student Learning (MSL) for currently non-tested grades and subjects. These new measures will roll-out statewide in the 2012 – 13 school year. 2. **Communication.** While communication continues to be a challenge, the State has developed a monthly Educator Effectiveness Newsletter that is distributed through various role-specific listservs. A newly refreshed Educator Effectiveness Section of the NC Public Schools website is also in development. The policy area will be a key area of focus at the March READY meetings (see page 35 for more information on READY), which will reach a principal and teacher from each of the State's 2,500 plus schools. 3. **Fidelity of Evaluation System**. The Department of Public Instruction is in the final hiring stages for a new staff member who will focus all of his/her efforts on increasing inter-rater reliability on the Teacher Evaluation Instrument. Training on the use of the rubrics will include in-person meetings, webinars, online modules, a video database of classroom observations, and companion documents for the instrument.

Principle 4 - Reducing Duplication and Unnecessary Burden	
Opportunity for Consultation	In response to Session Law (SL) 2011-379, the NCDPI Data Management Group (DMG) and the Business Owners in the agency conducted a thorough review of the Master Data Calendar (MDC) to find opportunities to consolidate similar reports or eliminate reports that are no longer necessary. After the internal review process, the Regional Roundtable leads, in conjunction with the Regional Education Service Alliance (RESA) directors, contacted all LEAs by phone, email and in-person to solicit their feedback on the MDC. The DMG also asked the members of its LEA Advisory Group for input.
Who responded	• DMG LEA Advisory • 55 LEA representatives (e.g., teachers, principals, central office staff, etc.)
What we heard	See **Supplemental Attachment H** - *Report to the North Carolina General Assembly: Response to the School and Teacher Paperwork Reduction Act* (*Session Law 2011-379; House Bill 720*
What we did about it	1. Eliminated 20 reports. 2. Began research to automate or consolidate other reports as needed.

Feedback on the Application
In the development of the ESEA Flexibility proposal, North Carolina consulted with its Title I Committee of Practitioners through face-to-face meetings conducted on November 2, 2011 and December 13, 2012.

The public notice was sent out on multiple listservs including superintendents, principals, and teachers. The notice posted on October 13, 2011, is available at http://www.ncpublicschools.org/publicnotices/notices/. Note that the State did not receive any written feedback from LEAs based on the public notice.

An overview of the ESEA Flexibility Request was provided at the State's Title I Conference on November 1, 2011 to teachers, coordinators, and directors as well as written updates and webinars as the proposal evolved. On February 14, 2012, a webinar was conducted for Title I directors and other district staff to discuss the entire flexibility proposal and provide an opportunity for questions. Finally, the COP, NCAE, NC Association of School Administrators (NCASA), the NC School Boards Association (NCSBA) and NCPAPA each were sent an advanced draft copy of the agency's Waiver Application on February 23, 2012.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Consultation with Parents and Civil Rights Groups

Throughout the redesign of North Carolina's standards, assessments, and accountability model, the North Carolina Department of Public Instruction (NCDPI) provided multiple opportunities for stakeholder feedback through State Board of Education (SBE) monthly meetings, public notices, news articles, town hall meetings, focus groups, and web-based communication tools (see page 10). Over the past four years, stakeholder inputs have impacted decision-making to ensure that all schools are held accountable for all student populations and that public reporting of school information provides the state with an opportunity to recognize the individual achievements of schools. One example is noted on page 12 in that stakeholder feedback resulted in the state's decision to move from a "labeling system" to an accountability reporting model that makes information easily accessible and understandable to the parents of students as well as the public.

In all cases, consultation groups were comprised of a broad spectrum of state and community representatives including teachers, teacher organizations, civil rights groups, parents, and business and community leaders. For example, the primary role of the Parent Involvement Task Force (see page 16) has been to develop strategies that bring authentic parent voice to state-level decision making. On December 15 and 16, 2011, Task Force members brought parents from communities across North Carolina to discuss the impact of potential changes offered through the Flexibility Request. This diverse stakeholder group represented various subgroup populations within the state including non-English speakers, Native Americans, and migrant families as well as including parents and grandparents of students with disabilities and English learners. Meeting materials were provided in Spanish and English and Spanish interpreters were available at each meeting. As a result of parent inputs, the state will continue to require that progress reporting for all students and schools

be provided to parents and the community through both direct and indirect means. Additionally, the NCDPI will emphasize that schools must clearly communicate to the families of all students the strategies and options in place at each school to ensure that all students are successful. Local education agency (LEA) communication strategies and tools will continue to be monitored as a component of on-site federal program reviews by NCDPI.

Consultation with Teachers and Teacher Representatives

As noted on pages 12, 13, and 14, diverse stakeholder groups have been consulted as the North Carolina Educator Evaluation system is developed. The Educator Effectiveness Work Group brings together fifty stakeholders from across the state, including teachers, principals, central office staff, superintendents, research scholars, parents, and community leaders to grapple with issues of teacher and principal evaluation and effectiveness, as well as to offer feedback on proposed policies before they are brought to the SBE.

The NCDPI has conducted sixteen (16) Educator Effectiveness Focus Groups: eight (8) regional meetings in October and November of 2011 and eight (8) regional meetings in March 2012, with approximately fifty (50) teachers at each meeting. The feedback from these teachers influenced the SBE's selection of a weighting for the sixth standard on student growth for this school year. Feedback from teachers also was a major factor in the state's decision to pilot a student survey.

The North Carolina Parents and Teachers Association (NC PTA) provided feedback on how to display and explain the educator effectiveness information released in January of 2012. Specifically, NC PTA members emphasized that parents need concrete information on how to use the data and what it "should" look like. These suggestions were incorporated in the final version of the explanatory text that accompanied the educator effectiveness data.

Additional stakeholder consultation was conducted through face-to-face meetings as follows:

- SEA Parent Involvement Task Force – October 5, 2011
- Parent focus groups – December 15-16, 2011
- NC Distinguished Schools Advisory Council – October 5, 2011 and December 13, 2011
- NC School Improvement Grants (SIG) Advisory Council – December 8, 2011 and January 11, 2012

All stakeholder groups include representation of urban and rural communities in all eight regions of the state and include stakeholders from high-need communities.

Based on inputs from these stakeholders, the following decisions were made in the proposal:

- Provide the top 10% of all Reward Schools with resources to expand best practices and increase opportunities for showcasing them.
- Include only Title I schools at or above a 50% poverty threshold to be included on the Reward Schools list.
- Include only Title I schools performing at or above 50% proficiency on the Reward Schools list for high progress.
- Maintain the list of Focus and Priority Schools for three years to provide sufficient time for interventions and turnaround principles to be supported thus increasing the likelihood for sustainability.

As North Carolina continues to develop and implement ESEA flexibility, diverse stakeholder groups, including teachers and parents, will be provided with information through listservs, webinars, and face-to-face meetings. In all communications, stakeholders are invited to provide feedback. Stakeholder comments will continue to be considered as part of subsequent decision making by the State. Specific examples are as follows:

- ESEA Flexibility Request information provided via listservs for superintendents, principals, and teachers with invitation to provide feedback
- Title I Committee of Practitioners Meeting – April 25, 2012
- Statewide Title I Forum – April 30, 2012
- 21st Century Community Learning Center Forum – May 3-4, 2012
- Title I Parent Involvement Coordinators Meeting – September, 2012
- North Carolina Association of Compensatory Educators Conference – October, 2012

Additionally, North Carolina will continue to seek ways to expand representation on existing advisory groups to ensure that rural and urban community members representing student subgroups, including English learners and students with disabilities, have opportunities for meaningful engagement in the decision-making process.

For a full list of stakeholder representatives, see **Supplemental Attachment A**.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school globally competitive for work and post-secondary education and prepared for life in the 21st century. Prior to the opportunity for ESEA Flexibility, the work of increasing the college- and career-readiness of our students was well underway.

In 2008, NC began the work of transitioning state-level educational standards and assessments, and accountability through the Accountability and Curriculum Reform Effort (ACRE). Then in 2009, the North Carolina Department of Public Instruction (NCDPI) was reorganized to provide a comprehensive system of support for districts and schools across the state. As a result, NCDPI also refocused its efforts to build teacher and leader effectiveness by developing new evaluation protocols and procedures.

NC is now uniquely positioned to support the implementation of the principles outlined in the ESEA Flexibility package as these principles are aligned to the goals identified in its approved Race to the Top (RttT) grant under Governor Beverly Perdue's *College and Career Ready, Set, Go!* initiative. Allowing the State to utilize its limited federal resources more flexibly will ensure that our goals are met:

- A great teacher in every classroom and a great principal in every school;
- College- and career-ready standards;
- Turning around the lowest performing schools; and
- Data systems to improve instruction.

School districts and charter schools receive support for implementing creative and meaningful programs and activities that will result in more students graduating from high school, being better prepared for college, and possessing skills necessary for careers in today's economy. By establishing partnerships with districts and schools, NC can continue to support the principles of the ESEA Flexibility by comprehensively planning and delivering support for teachers and leadership teams across the state as the State transitions to new standards for teaching and learning.

Additionally, the waivers will reduce the current administrative and reporting burden created under existing provisions of the Elementary and Secondary Education Act (ESEA) thereby allowing the SEA and LEA to focus the State's limited federal resources on more effectively identifying the needs of schools and customizing support through a coordinated comprehensive statewide system of support. Ultimately, the goal is to build the capacity of its LEAs and schools in order to ensure that student success is sustained beyond any single intervention or initiative.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

OVERVIEW

The North Carolina Department of Public Instruction (NCDPI) leads 115 local education agencies (LEAs) and nearly 100 public charter schools in accomplishing the goals and policies

of the SBE as well as legislative mandates specified by the North Carolina General Assembly. The LEAs are comprised of large urban, suburban, and small rural districts with approximately 2,500 schools, 191,000 staff, and a diverse population of over 1.4 million students (54.2% White, 31.2% Black, 10.7% Hispanic, 2.5% Asian, and 1.4% American Indian). NC has a history of establishing high achievement standards to ensure that all schools are held accountable for each and every child so all students are college- and career-ready.

Theory of Change

In 2007, the SBE adopted a Future-Ready Core Course of Study to prepare all students for careers and college learning in the 21st century. Board members unanimously approved the new high school graduation requirements, effective with the ninth grade class of 2009-10. The Future Ready Core graduation requirements were established to ensure more students graduate having taken additional courses needed to prepare them for success in the workplace or college. (See **Supplemental Attachment B**)

Educators, parents and lawmakers continued to press for changes to the curriculum and accountability systems. In 2008, following extensive input from the Blue Ribbon Commission on Testing and Accountability, the SBE crafted the *Framework for Change*, a publication containing twenty-seven recommendations to dramatically change the scope of the Standard Course of Study, assessments, and accountability. The foundational principle of this document outlined the need for teaching and learning to be aligned with the 21st century skills that students need for success in their educational, work, and life pursuits. The *Framework for Change* demonstrated the SBE's deep commitment to school accountability, to high standards, and to success for all students. More information about the *Framework for Change* is available to the public and is accessible at http://www.ncpublicschools.org/acre/history/.

In response to the *Framework for Change*, NC demonstrated the leadership needed to transform state-level educational standards and assessments through the Accountability and Curriculum Reform Effort (ACRE). ACRE is the State's comprehensive initiative to redefine the North Carolina Standard Course of Study for K- 12 students, the student assessment program, and the school accountability model. The outcome of the ACRE work would demonstrate NC's commitment to internationally and nationally benchmarked, "fewer, clearer, and higher" standards. Information about the ACRE project is available to the public and is accessible at http://www.ncpublicschools.org/acre/.

For the next four years, the ACRE work involved many educators from across North Carolina – classroom teachers, school administrators, content and curriculum experts from local school districts, curriculum experts from NCDPI, university and community college faculty, and national experts on curriculum design and testing. These educators met for over a year to review the current standards in order to determine what knowledge, understanding, and skills are critical for students to be college- and career-ready. They also researched international and national benchmarks and reviewed the work of other states and content-specific trends in order to identify the most essential knowledge, understanding, and skills needed to be successful in the 21st century. The timeline for the ACRE initiative is available to the public and is accessible at http://www.ncpublicschools.org/acre/timeline/.

In 2010, North Carolina became one of only twelve recipients of the 2010 federal Race to the Top (RttT) grant, bringing nearly $400 million to the state's public school system for use over four years. With the support of the RttT grant, North Carolina will continue the work developed through the ACRE project under Governor Beverly Perdue's *Career & College: Ready, Set, Go!* initiative. School districts and charter schools receive support for implementing creative and meaningful programs and activities that will result in more students graduating from high school, being better prepared for college, and possessing skills necessary for careers in today's economy.

New College- and Career-Ready Standards

North Carolina has demonstrated a commitment to education reform by adopting the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics, which were approved by the North Carolina SBE on June 2, 2010. In conjunction with the adoption of CCSS, NCDPI developed Essential Standards for other content areas including:

- Arts Education
- Career and Technical Education
- English Language Development
- Healthful Living
- Information and Technology
- School Counseling
- Science
- Social Studies
- World Languages

The New Essential Standards are written using the Revised Bloom's Taxonomy (RBT) under the guidance of one of the authors of the revision, Dr. Lorin Anderson. North Carolina has chosen RBT to help move to the complex thinking expected from 21st century graduates. The RBT was chosen because it has well-defined verbs and is built on modern cognitive research. More information on the Essential Standards is available to the public and is accessible at http://www.ncpublicschools.org/acre/standards/new-standards/.

On August 24, 2010, North Carolina became a recipient of the federal Race to the Top (RttT) grant. The plan, describes how adopting new standards along with aligned assessments and professional development would improve student outcomes building their capacity to be college- and career-ready. Major components of the North Carolina plan further support the importance of transforming standards, assessments, and accountability to ensure the students of North Carolina are college- and career-ready. **Supplemental Attachment C** demonstrates the alignment of the ACRE work streams and pillars of the Race to the Top grant.

As part of a coherent plan for statewide impact, these standards will integrate into our ongoing ACRE work with its three-fold focus on improved standards, a comprehensive balanced assessment system, and a next generation state accountability model. The CCSS in ELA and mathematics along with the NC Essential Standards will be implemented during the 2012-13 school year in K-12 schools with the exception of the English Language Development Standards, which was implemented in 2008, and Information and Technology Essential Standards, which were implemented in 2011-12. More information about CCSS and the North

Carolina Essential Standards are available to the public and are accessible at http://www.ncpublicschools.org/acre/standards/.

Each school district in North Carolina has the autonomy to develop its own student report card. All student report cards provide letter grades or numbers for each content area. Letter grades, however, do not provide parents with specific information as to how the student is performing, which skills are mastered, and if the student is performing at grade level. With new standards implementation in 2012, the SEA will be forward thinking in guiding districts in developing standards-based report cards. These standards-based report cards would identify concrete knowledge and skills which will give parents and students more insight on the student's proficiency levels and whether advancement is occurring.

Universal Design for Learning (UDL)
To ensure that all students are college- and career-ready, NCDPI promotes the use of *Universal Design for Learning (UDL)* as a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines:

Principle I: Provide Multiple Means of Representation (the "what" of learning). Learners differ in ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness of deafness); learning disabilities *(e.g., dyslexia); language or cultural differences; and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; *providing options for representation is essential.*

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning). Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; *providing options for action and expression is essential.*

Principle III: Provide Multiple Means of Engagement (the "why" of learning). Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can

influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

Responsiveness to Instruction (RtI)

To ensure that low-achieving students gain access to and learn content aligned with college- and career-ready standards, NCDPI promotes Responsiveness to Instruction (RtI), a problem-solving model that addresses the needs of struggling students in order to prepare them for college- and career-readiness. RtI is defined as a process that includes a systematic analysis of a student's behavior or academic difficulties that uses this analysis, and any assessment activities, to provide the foundation for a planned, systematic set of interventions. These interventions are then monitored and evaluated to determine effectiveness, also as a part of the problem-solving process. Problem-solving occurs within the school setting at various levels, and is more complex as the resources needed to resolve a problem increase, due to the significance of the problem. The intent of the problem-solving process is to resolve the problem using the necessary resources. The end result could be entitlement to special education, but only after a systematic, data-based decision-making process has clearly demonstrated both the eligibility and the need for special education. The problem-solving approach focuses on how to resolve the difficulties a learner is experiencing.

To understand how best to help a student, information is collected from teachers, parents, and others who best know the child. Analysis of curriculum used to support teaching standards and instruction of those standards is the critical first step of the problem-solving process for all students including students who are English Learners (ELs) and students with disabilities (SWD). This information is used to determine what the child needs and how to support student learning. Student progress is measured frequently to determine what is most effective for each student and decisions are based on the results. The problem-solving approach emphasizes assisting children. It is an integrated conceptual model of assessment and services incorporating general and special education efforts. Concerns may be expressed by parents, teachers, counselors, school nurses, principals, building assistance teams, community providers, or others in direct contact with students. Assistance can occur at four tiers. The first tier involves parent and teacher collaboration to address problems. At the second tier, other teachers provide expertise to solve the problem. At the third tier, more specialized staff guides the assistance. The fourth tier addresses entitlement to special education.

Over the past eighteen months, NCDPI has revisited its vision and mission for the NC RtI. During this time, a committee with broad agency representation conducted focus groups across the state to gather stakeholder input and developed recommendations for a revised definition on the critical components for NC RtI. The committee also made a recommendation, based on stakeholder input and information from other states, to transition from a four-tier to a three-tier RtI school improvement model. Beginning in the spring of 2012, professional development and technical assistance will be provided to LEAs to support transition for the new model.

North Carolina is confident that the CCSS for math and ELA, as well as the North Carolina Essential Standards will establish a high bar defining the most important student outcomes and will produce high school students ready for college and careers. Recognizing the importance of students having the opportunity to learn with rigorous standards that prepare them for career and college readiness, North Carolina set the same high standards and expectations of learning for all students including students who are English Learners (ELs) and students with disabilities (SWD).

NCDPI Senior Leadership Staff Development Training

State Implementation and Scaling up Evidence-based Practices (SISEP)
While it is important for NCDPI to ensure that LEAs and charter schools receive quality professional development training on new content standards, assessments, the accountability model and teacher and principal evaluation systems, it is also important that agency staff receive training as well in ways to help students and educators meet the goals of ESEA. Therefore, in July of 2011, NCDPI entered into a partnership with the State Implementation and Scaling up Evidence-based Practices Center. The SISEP Center is a program of the Frank Porter Graham Child Development Center at the University of NC at Chapel Hill and the National Implementation Research Network and is funded by the USED's Office of Special Education Programs. At that time, senior NCDPI leadership identified two staff members to serve as State Transformation Specialists to work closely with Dr. Dean Fixsen and the SISEP Center staff to begin installing structures at the SEA to support the scaling-up of evidence-based practices in North Carolina public (including charter) schools. The senior leadership also identified Responsiveness to Instruction (RtI) as the first evidence-based practice to scale-up statewide.

Since October 2011, Dr. Fixsen has been meeting with State Superintendent June Atkinson and her Superintendent's Leadership Council (SLC) to provide information and guidance on the application of Implementation Science in the work of the agency, schools districts, and schools. The SLC has reviewed *Implementation Research: A Synthesis of the Literature* on three separate occasions with Dr. Fixsen and has made the commitment to include the topic of implementation as an agenda item on a periodic basis. The SLC will receive updates from the State Transformation Specialists to help support scaling up and infrastructure development activities based on data reported directly from the field. In December 2011, North Carolina became an active scaling state working with SISEP along with Minnesota and Oregon.

In addition, the State Transformation Specialists have completed several measures to establish baseline data informing an action plan for the remainder of the 2012 calendar year. A State Scaling-up Workgroup (SWG) comprised of cross-agency staff and external stakeholders has been established and will begin meeting in March 2012. The SWG will create and support Regional Implementation Teams which will focus on the statewide scaling-up of Responsiveness to Instruction as a school improvement model. These Regional Implementation Teams will be housed within the Regional Roundtable structure that currently exists as part NCDPI's Statewide System of Support.

More information on the Statewide System of Support may be found in section 2.A beginning on page 53, in section 2.F beginning on page 101, and in section 2.G beginning on page 106.

Moving forward, under the leadership of the SLC and with ongoing support from the SISEP Center, NCDPI will continue to build and refine the infrastructure necessary to support the successful statewide implementation and scaling-up of evidence-based practices.

College- and Career-Ready Standards: English Language Proficiency Standards

NCDPI staff is collaborating with internationally renowned researchers, Dr. Wayne Thomas and Dr. Virginia Collier to conduct a multi-year study of the performance of English Learners (ELs) in our schools. Their five-stage analysis begins with a needs assessment of academic achievement gaps between ELs and native English-speaking students. This "Thomas-Collier Test of Equal Educational Opportunity" examines the impact of local programs on all student groups, including the extent to which achievement gaps are closed over time. As this study continues, and Limited English Proficiency (LEP) program types are clearly implemented with fidelity, educators and policy-makers will be better informed to make decisions about instructional programs. Dual language programs in North Carolina adhere to an established framework and are implemented with integrity, thereby providing one LEP program to begin the evaluation.

Findings from cross-sectional descriptive analyses of all students in the six school districts confirm achievement gaps between ELs (and Language Minority students who are not or no longer LEP) and non-ELs persist throughout all grades. Disaggregated comparisons of all students in the participating districts suggest dual language instruction is favored across all groups and situations. The effect sizes are consistent with other large-scale research studies. Overall, Reading and Math scores of students in two-way dual language education are higher for all students regardless of race/ethnicity, socioeconomic, LEP or special education status. In most cases, by middle school, two-way dual language students, regardless of subgroup, are scoring as high in Reading and Math achievement as non-dual language students at least a grade ahead of them. Dual language programs appear to raise test scores, particularly for ELs and black students.

Prior research has already shown that ELs, students from low socioeconomic backgrounds, and African-American native-English speakers receive especially large benefits from participating in dual language programs. If the above findings are confirmed by further analyses of additional years of student data, then students with exceptionalities would join the above groups of students who especially benefit from dual language education. Preliminary analyses are already underway for exceptional students who were administered the North Carolina alternate assessments, with initial results similar to those shown here for the North Carolina End of Grade (EOG) assessments.

Finally, findings also suggested that there are qualities to North Carolina's two-way dual language programs that confer greater educational gains in reading and math compared to non-dual language education. Two-way dual language education may be an effective way to improve the Reading and Math scores of all North Carolina students.

Out of the total population of students, there are higher percentages of Hispanics and Whites participating in North Carolina's two-way dual language programs compared to African-Americans. Given the large number of African-Americans in North Carolina's student population, the lower Reading and Math scores of African-American students overall and the advantage two-way dual language education provides African-American students, it may be of benefit to increase African-American enrollment in dual language programs.

In addition, the NC State Board of Education (SBE) has appointed a Task Force on Global Education from its membership to evaluate where NC public schools stand in meeting the SBE mission of graduating students globally competitive for careers and post-secondary education. The Task Force began the work in October 2011 with four discover and learn meetings. Stakeholders representing other state government agencies, the business community, private and public universities, the community college system, school partners, LEAs and national and international experts made presentations. The section chief for K-12 Program Areas within the Curriculum and Instruction division at NCDPI, where the state English as a Second Language (ESL) program is managed, was asked to staff the Task Force. Information from the Thomas and Collier study was shared with the Task Force and members heard from the school practitioners on the effectiveness of dual language programming in closing the achievement gap in their student populations. The Task Force has noted the effectiveness of dual language programming as all students in these programs receive college and career ready standards instruction, develop globally competitive language and cultural skills in two languages, and participate in all state achievement testing and accountability requirements. Proceedings from the SBE Task Force on Global Education are located at http://www.ncpublicschools.org/stateboard/task-force/.

North Carolina's ESL team also has disseminated the work of Edynn Sato, *Language for Achievement – A Framework for Academic English Language* (Sato & Lagunoff 2010). This document is used by ESL teachers and LEA curricula developers to analyze the content and language in standards, assessment tasks, and instructional materials; to make explicit the language expectations of students; and to inform instructional planning and practice so that they are intentional and appropriate in supporting ELs' linguistic progress toward proficiency and achievement. Additionally, Sato's analysis of academic language in the CCSS and implications for ELs is being used by NCDPI to identify linkage between CCSS and the ELP standards, points of integration of academic content and academic language, and specific instructional supports for English language development and socio-cultural understanding development that impacts language development and content achievement.

World-Class Instructional Design and Assessment (WIDA)
North Carolina is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. WIDA is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of ESEA and promote educational equity for ELs. As a consortium member, NC has adopted English Language Proficiency (ELP) Standards and an aligned annual assessment used for ESEA reporting purposes. WIDA has performed an alignment study of the 2007 edition of the WIDA ELP Standards, Pre-Kindergarten through Grade 12 to the Common Core State Standards in English/language arts and mathematics. The results of the study showed moderate to strong linking between the standards. WIDA is currently engaged in reviewing a draft version of Amplified ELP standards which address the identified gaps which resulted in linking findings in order to strengthen those standards areas and support ELs in accessing the college- and career-ready standards on the same schedule as all students. In addition, WIDA assisted NC in conducting an alignment study with the NC Science Essential Standards. The results of that study showed a strong linking on the majority of the standards. The results of these studies have informed the professional development and standards support documents to aid all teachers working with English Learners (ELs) in accessing the college- and career-ready standards.

College- and Career-Ready Standards: Students with Disabilities

The educational needs of students with disabilities (SWD) are included in all NCDPI initiatives, including the development of essential college- and career-ready standards in all academic areas. NCDPI's Exceptional Children Division affirms that all SWD can benefit from and achieve in the college- and career-ready standards and is incorporating these standards into the Division's daily work. Below is a description of some of the major Division activities which support this effort.

NC State improvement Project (NCSIP)
The Division, through a State Personnel Development Grant from the Office of Special Education Programs (OSEP) in the U.S. Department of Education, has established the *North Carolina State Improvement Project* (NCSIP). The purpose of NCSIP is to improve the quality of instruction for SWD through research supported personnel development and on-site technical assistance for the public schools and college/university teacher education programs in North Carolina. The five NCSIP goals are designed to support and promote college- and career-readiness in reading and mathematics for these students. Two (*) of the five goals below are associated with student specific outcomes which directly align with ESEA Indicators.

The NCSIP goals are:

1. Improve basic skills performance of students with disabilities;*
2. Increase the percentage of qualified teachers of students with disabilities;
3. Increase graduation rates and decrease dropout rates of students with disabilities;*
4. Improve parent satisfaction and involvement with, and support of, school services for students with disabilities; and
5. Improve the quality of teachers' instructional competencies.

In addition to supporting SWD accessing the Common Core State Standards, extensive work has been conducted to address the college- and career-readiness standards for students with significant cognitive disabilities. The *North Carolina Extended Common Core and Essential Standards* were developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most significant cognitive disabilities, is uniform with content standards and clarifying objectives as established by the North Carolina State Board of Education (NC SBE). Furthermore, North Carolina is required to develop an alternate assessment for students with the most significant cognitive disabilities who cannot participate in regular state and district assessments, even with accommodations. In keeping with this requirement, the extended content standards serve as the basis for the development of the North Carolina Alternate Assessment based on Alternate Achievement Standards (NCEXTEND1).

The Exceptional Children Division has conducted professional development to support teachers in their understanding of college- and career-ready, Common Core State Standards and extended content standards. In addition, literacy and mathematics modules (i.e., the ACT Project) have been developed to support teachers in their understanding of curriculum development and instruction addressing the following goals:

1. To help professionals recognize literacy and mathematical development in typically developing students and students with significant cognitive disabilities.
2. To address the components of the North Carolina Extended Content Standards as they relate to literacy and mathematical learning for students with significant cognitive disabilities.

3. To introduce theoretical models and processes of literacy and mathematics and their relationship to students with significant cognitive disabilities.
4. To help professionals collect and use data to organize, plan, and set goals, and use a variety of assessment data throughout the year to evaluate progress.
5. To familiarize participants with a range of technologies, and a variety of materials and classroom modifications, that support literacy and mathematics learning and use by students with significant cognitive disabilities.
6. To share a range of resources and strategies for continuing self-education as well as parent and professional support.

Future Ready Occupational Course of Study (FR-OCS)
Another statewide initiative, specifically addressing some SWD is the *Future Ready Occupational Course of Study* (FR-OCS). This course of study aligns with the college- and career-ready literacy and mathematics standards. In addition, there is a specific requirement for work experience to support career development.

OCS/FR-OCS Historical Information		
Original OCS	**Current FR-OCS**	**Additional Information**
The original OCS curriculum was approved by the North Carolina State Board of Education (SBE) in May 2000.	Major revisions were made to the OCS curriculum in 2009 and 2010 to provide alignment to the North Carolina Standard Course of Study and the Common Core State Standards adopted by the North Carolina SBE.	FR-OCS is designed for SWD who require modifications to access the NC Standard Course of study and utilize alternate assessments (2% population).
In 2008-09, OCS did not meet approval through the USED peer review process because of different academic content standards than the general curriculum for the assessments used for adequate yearly progress (AYP) purposes. As a result, OCS students could no longer count as participants for determining AYP at the high school level.	The FR-OCS is one of two courses of study a student with disabilities may complete to graduate with a regular high school diploma in North Carolina.	FR-OCS is *not* intended for students with the most significant cognitive disabilities who require an alternate assessment (1% population). The students with the most significant cognitive disabilities access curriculum through the NC Extended Content Standards and do not receive a regular high school diploma.

Original OCS	Current FR-OCS	Additional Information
In 2008-09 and 2009-10, OCS students continued being taught the OCS curriculum, taking the OCS ***NCEXTEND2*** assessments. **NOTE**: For AYP determinations, OCS students taking ***NCEXTEND2*** assessments were counted as non-participants in 2008-09 and 2009-10.	The FR-OCS is a standard course of study consisting of fifteen courses in English, mathematics, science, occupational preparation and social studies.	The IEP Team, which includes parents and the student, makes recommendations as to the appropriateness of the FR-OCS for a particular student based on his/her post-school transition needs and goals. Final selection of the OCS is by student and parent choice.
During 2008-09 and 2009-10, work began to transition the OCS curriculum to align with the NC Standard Course of Study, through workgroups comprised of DPI Curriculum staff, EC Division staff and stakeholders, including EC teachers and LEA curriculum specialists.		Students in the FR-OCS, upon successful completion of all graduation requirements, will receive a regular high school diploma.

The FR-OCS is intended to meet the needs of a small group of students with disabilities. While the standards align with the Common Core State Standards, the instruction focuses on post-school employment. The vast majority of students with disabilities will complete the Future-Ready Core Course of Study with the use of accommodations, modifications, supplemental aids, and services as needed.

English I, English II, Algebra I/Integrated Math I, and Biology in the FR-OCS currently demonstrate content alignment with college-and career ready standards. Due to the enhanced delivery through the North Carolina Virtual Public School (NCVPS), these courses are available to all students in the FR-OCS. Crosswalks demonstrating this alignment are available at:

http://www.ncpublicschools.org/docs/acre/standards/new-standards/occupational/english-crosswalk-9-10.pdf

http://www.ncpublicschools.org/docs/acre/standards/new-standards/occupational/ocs-math-crosswalk.pdf

http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/ocs/biology.pdf

Students in the FR-OCS also are required to complete career/technical education, healthful living, and elective courses, as needed to meet graduation requirements. These general education courses are available for students with disabilities and may include the use of accommodations, modifications, supplemental aids, and services as needed. A complete listing of courses included

in the FR-OCS may be found in the "*Revised* Supplemental Attachment B, High School Graduation Requirements." This document on high school graduation requirements can be found on the NCDPI website at www.ncpublicschools.org/curriculum/graduation.

Students in the Occupational Course of Study (OCS) will transition to Common Core State Standards in mathematics and English language arts and aligned assessments in 2012-13, the same implementation timeline as the general student population. Currently OCS students participate in the general assessments with or without accommodations. The NCDPI is developing modified assessments aligned to the Common Core State Standards in mathematics and English language arts for implementation in 2012-13 and 2013-14; however, the OCS students participate in classes with general students and receive instruction on the same content standards. There will be *no* modified assessments administered beginning with the 2014-15 school year.

Annually, the Exceptional Children Division collects and analyzes data on outcomes for SWD (e.g., performance, growth, etc.) and reports the information to OSEP in the Annual Performance Report (APR). The APR Indicators 1, 2, 3, 13, and 14 directly support the goals of college- and career-readiness. The analysis informs the Division's activities to assist LEAs on their development of Continuous Improvement Performance Plans and efforts to improve instruction and outcomes for SWD.

College- and Career-Ready Standards: Outreach, Dissemination of Information, and Professional Development for Teachers

As new demands are placed upon students, new demands are placed upon teachers. NCDPI understands that student success depends heavily upon educator capacity. As a service agency, NCDPI strives to build collaborative partnerships with all stakeholders that impact the education of our students. From the institutes of higher education (IHEs) to local district and school staff, NCDPI professional development efforts build on already-strong regional and statewide professional development programs and resources to provide a comprehensive, targeted, seamless, and flexible system for all educators. The core strategy in the professional development plan is for NCDPI to guide and support capacity-building in LEAs and charter schools to ensure that local educators can provide high-quality, localized professional development.

In order to ensure that all students are college- and career ready, professional development is critical for all school stakeholders:

- Professional development for Teachers provides every teacher with a thorough understanding of how to implement standards to improve student outcomes.
- Professional development for Administrators provides training to principals and instructional leads focusing on management and coaching of teachers under new standards.
- Professional development for District Leadership Teams provides capacity building for sustaining continuous improvements under new standards.
- Professional development for Colleges and Universities builds collaboration and understanding of the new standards to impact Schools of Education teacher preparation programs.

To meet the needs of diverse stakeholders, NCDPI developed a blended professional development model. The blended professional development approach is defined as a combination of virtual and face-to-face learning that includes various technologies, pedagogies, and contexts (Graham, 2006; Stacey & Gerbic, 2001; and Garrison and Vaughn, 2008). This blended approach to professional development consists of face-to-face sessions, online modules, webinars, professional learning communities, 21st century technology, and essential instructional tools. The goal of the statewide professional development initiative is to support the transition from the current North Carolina Standard Courses of Study to the new CCSS and North Carolina Essential Standards by increasing educator knowledge and skills and enhancing instructional delivery. Integrated throughout the professional development delivery is a strong focus on increasing student engagement by infusing 21st century technology skills in all curriculum areas and grade levels. Ultimately the expected outcome is to fundamentally change the way teaching and learning occur to ensure all students in North Carolina are ready and competitive for college, career, and life.

Leadership Institutes

In the summer of 2011, NCDPI launched the first of a series of face-to-face sessions with the *North Carolina Common Core State Standards and Essential Standards Leadership Institutes*. Sessions were scheduled in six locations across the state. Prior to the institutes, NCDPI effectively marketed these sessions by conducting webinars with the following goals:

1. To introduce the state's blended approach to professional development;
2. To define the goals of the Common Core and Essential Standards Summer Institutes; and
3. To outline key steps in preparation for the Summer Institutes

As a result, over 2,500 educators attended the summer institutes in district level teams. Various content areas were represented including teachers of SWDs, ELs, and economically disadvantaged students. With the expectation that district teams are responsible for replicating the training to local K-12 educators, NCDPI provided a multitude of additional materials and resources to ensure the fidelity of information shared across districts. For example, NCDPI created Crosswalk documents that compare the current Standard Course of Study to the newly adopted standards. This document demonstrates clear comparisons between the current and future standards and provides teachers with an understanding of what is new and different. Content Crosswalks for both CCSS and Essential Standards were used as part of professional development for districts and schools delivered in the summer institutes. All instructional support tools are publicly available and accessible at http://www.ncpublicschools.org/acre/profdev/.

To continue the work initiated in the Leadership Institutes, NCDPI partnered with the state's Regional Educational Service Alliance (RESA) centers to offer over 100 face-to-face sessions across the state. (See example schedule in **Supplemental Attachment D**). Face-to-face sessions were scheduled in regional locations to ensure accessibility for all educators.

Target Audience	Number of Sessions
Teachers	24 full-day sessions
Administrators	16 half-day sessions
Leadership Teams	60 full-day sessions
Colleges and Universities	3 full-day sessions

More information and schedules for all face-to-face professional development sessions are available to the public and are accessible at http://www.ncpublicschools.org/acre/profdev/. The second integral component of the blended professional development approach incorporates the use of online modules. The online modules are designed to support and extend the onsite training, to increase educator understanding of the new standards and to promote professional learning communities and dialogue. For example, *The Call for Change* module, the first of a series, released on June 3, 2011, gives a historical perspective of NCDPI's basic conceptual framework for addressing the call for change and the evolution of this change with the ACRE project and the RttT initiative, as well as explains the rationale for why NCDPI chose to participate in the CCSS and develop the North Carolina Essential Standards. This module remains a prerequisite for teams to complete prior to attending the onsite professional development. Additional modules are scheduled for release in the spring of 2012.

The professional development opportunities and instructional materials will provide educators with a clear and deep understanding of the new standards and how to improve student outcomes. A strong curricular emphasis will be placed on preparing teachers on the states comprehensive balanced assessment system including formative, interim, and summative assessments. Data from these multiple assessments will inform teachers on how to re-direct instruction in order to address student learning needs.

To support and sustain the work of the blended professional development model, NCDPI provides a cadre of regional Professional Development Leads to serve as professional development resource developers, workshop leaders, and professional learning community coaches. Additionally, content specific experts from NCDPI are available to provide specific opportunities for participants to delve deeper into understanding the new CCSS and NC Essential Standards. As these standards are implemented in classrooms, professional development support staff will be provided for teachers, principals/administrators, LEA professional development leaders, and university and college staff in educator preparation programs. NCDPI believes the impact from this best practice will not only increase teacher understanding of the new standards, but will also truly improve how educators implement and deliver the new standards, thus assuring that students are college- and career-ready.

College- and Career-Ready Standards: Professional Development for Principals

The SEA will continue to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards through the statewide system of support, several agency partnerships, and the RttT Professional Development Leads. This plan, supported by the RttT grant, will equip principals with resources, core knowledge, increased skill level and a network of professionals that will empower them to lead their schools and teachers through the implementation of the new standards.

The North Carolina plan addresses two primary aspects of professional development for principals: support and delivery. The first aspect focuses on implementing the professional development associated with the requirements of each of the RttT initiatives, including successful transition to the new state curriculum standards, consistent use of formative and summative assessments, effective use of data to improve instruction, adoption of the state's

revised teacher and principal evaluation system, and digital literacy. The second aspect of the North Carolina plan includes a focus on the infrastructure that supports effective and timely professional development delivery. All of the major NC RttT initiatives depend upon professional development in one way or another; none of them will be successful unless North Carolina's educators are well-prepared and supported as they work to implement these changes in their schools and classrooms.

As previously described, NCDPI has a rigorous professional development calendar filled with trainings that are exclusively for principals on the implementation of CCSS and Essential Standards by content area. Specifically for NC principals, NCDPI is providing a series of professional development trainings that scaffold their learning and understanding of the new standards as well as the new Educator Evaluation System. The first phase of this series focuses on instructional leadership for rolling-out the new standards. These regional sessions will include opportunities for collaboration that focus on student assessments, available instructional resources, and activities designed to assist administrators in knowing next steps for building-level implementation. To date, hundreds of principals across the state have attended these trainings.

The second phase of training focuses on the evaluation of high quality teaching as it relates to the new standards. This training delves deeper into the NC Professional Teaching Standards and facilitates dialogue with principals to understand how the elements of a 21st Century classroom relate to both the professional and curriculum standards, how to use data to distinguish among the ratings, how to assume their role in the process, and how to apply coaching strategies to help teachers grow in their effectiveness. This training is offered to all principals to equip them with this knowledge to apply in their daily practice as the school leader.

The final phase builds on initial CCSS and Essential Standards trainings with a focus on the implementation of the new Information and Technology Essential Standards. Facilitated by NCDPI Information and Technology Consultants, professional development sessions include hands-on activities, group discussions, and sharing of resources to assist site administrators with supporting teachers as they begin to implement the standards locally. At the conclusion of this series, NCDPI will have reached over 500 principals who are expected to take the information back to their districts and train/share the information with their colleagues.

As previously described, the RttT Professional Development Leads and other agency consultants collaborate 1) to identify the additional support and resources needed through the evaluation of the district's local professional development plan; and 2) to provide formative support and centrally-developed resources to the principals and their district leaders in order to sustain professional development efforts.

Because building capacity is an integral part of NC's plan for sustainability, district leaders will be provided this intensive, blended professional development opportunity to build on the trainings and resources utilized throughout the year. Additional summer institutes will continue to be offered as two (2) day face-to-face sessions for local LEA and charter school professional development leaders across the state. Principals are included on the local leadership teams and a focused component of the two-day Institute addresses instructional leadership and the transition to the new standards in the K-12 classroom. This is a collaborative effort on the part of the

agency; all NCDPI divisions, including Curriculum and Instruction, District and School Transformation, Educator Recruitment and Development, and Exceptional Children will participate in and facilitate institute sessions. Attendance is expected from every district and RttT charter school. Information on Data Literacy, the CCSS and Essential Standards, Information and Technology Standards, and the NC Educator Evaluation System will be featured at these trainings to ensure the focus remains on college- and career-readiness for all students.

College- and Career-Ready Standards: Instructional Materials

With new expectations for students come new expectations for educators. With the implementation of the new CCSS and North Carolina Essential Standards beginning in the 2012-13 school year, the success of the new standards rest upon educators' ability to build their knowledge and understanding as well as their ability to change instructional delivery to address the diverse needs of students. To help propel educators with this new shift, professional development opportunities are supported with strong multiple instructional tools, resources, and developed by the SEA during 2011.

The instructional tools are intended to build and reinforce educator and stakeholder support of the new standards and to ensure educators master the news standards and provide them with the necessary tools to translate that knowledge into student outcomes. Instructional tools are to be developed and implemented in phases.

Phase I resources included:

- Content *Crosswalks and Unpacking* documents that guide educators in understanding key differences between the current Standard Course of Study and the new standards and provide a deeper and clearer understanding of the standards
- Phase I modules **(Supplemental Attachment E)**
- Facilitators' Guide for Common Core State Standards and North Carolina Essential Standards
- Professional Development Presentations, Sample Agendas, and Speaker Notes to be used in LEA training sessions
- Text Exemplar Documents

Phase II documents planned are:

- Graphic Organizers/Learning Progressions
- Terminologies/Content Glossaries
- Assessment Examples
- High School Sequencing Documents
- Phase II modules **(Supplemental Attachment E)**
- Resource Documents by Content Area

Effective professional development requires the collection and analysis of quantitative and qualitative measures. NCDPI has and will continue to collect these measures in a variety of ways. Participants attending the summer leadership institutes completed an online evaluation, which provided immediate feedback on the impact of the summer sessions. As part of RttT, NCDPI has an evaluation team consisting of staff from the UNC-Chapel Hill Institute for

Public Policy, the Friday Institute for Educational Innovation at NC State University, and the SERVE Center at UNC-Greensboro. Evaluators from these groups attended the summer leadership institutes to observe and conduct informal interviews with participants in order to collect information on the impression and impact of these institutes. These evaluators have also selected diverse districts and schools across the state in which they will conduct, over the next few years, ongoing evaluation with central office staff, school administrators, and teachers. Additionally, over the next few years, NCDPI's staff will use *Guskey's Critical Levels of Professional Development Evaluation* (2000) to conduct fidelity checks, to collect district team feedback, and to measure the success of ongoing professional developments offered by NCDPI.

To provide ongoing support and sustainability of effort, NCDPI has set up an informal yet deliberate evaluation method that will serve to help improve teaching and learning as districts transition to and implement new standards in 2012-13 and beyond. Web 3.0 tools such as content-specific WikiSpaces, blogs, and webinar "live chats" will provide district teams and content teachers the informal venue often needed to receive answers to questions, to share new best practices, and to introduce new instructional strategies.

District needs vary in many ways, with some requiring more assistance and support than others. Although a deliberate and strategic approach to address these needs was taken into consideration during the planning and delivery of the *Common Core and Essential Standards Leadership Institutes*, NCDPI must continue to find a differentiated approach to the design and delivery of professional development. Additional key communication strategies include:

- Race to the Top (RttT) Weekly Update (see http://www.ncpublicschools.org/rttt/updates/)
- Development and maintenance of the ACRE website, which addresses the resources and on-line tools
- E-Calendar, which provides key dates of interest for teachers, superintendents, and principals
- FYI@DPI, which is a newsletter for NCDPI internal staff
- Media Toolkits for LEA Public Information Officers
- Go To Webinars sponsored by the Communication Department

The READY Campaign

The State Board of Education, State Superintendent June Atkinson and NCDPI fully support the success of educators and the success of North Carolina's students. We are passionate about our students' futures and are responsible for providing the direction to help them succeed. Knowing the competitive environment that young people will face upon graduation, NCDPI is detailing an ambitious alignment of our educational standards, assessments and accountability methods, set to launch in the 2012-13 school year, to meet future expectations. These efforts are further fueled by the federal RttT funds, which will enable the State to speed the integration of new methodologies and relevant technologies in the classroom.

In order for principals and teachers to fully understand what these changes are and how the changes will affect their work, NCDPI will launch the READY Campaign in the spring of 2012. READY is the new identity brand for North Carolina's new *Standard Course of Study* (Essential Standards and

Common Core), new accountability model, and all the technology and professional development support being developed and provided to local educators.

Beginning February 28 and throughout most of March, NCDPI leaders will travel to all eight regions of our state to meet with principals and a teacher representative from each school. The purpose is to share with them our effort to remodel NC's system of public schools. The last time we held meetings of similar scope was during the early years of the ABCs of Public Education. The Communications Division is organizing these meetings, but many other staff members from across the agency are participating in some way to make these a success. The focus of our meetings will be around illustrating how all these components fit together to support educators as they work to promote academic achievement for all public school students.

The purpose of the READY Regional Outreach Meetings is to provide principals, teachers, and district leadership with information and tools to communicate and describe the following changes under way in North Carolina public schools:

- new Essential Standards and Common Core State Standards;
- a new state accountability model;
- additional professional development support for educators and schools;
- new uses of technology to support learning; and
- an enhanced teacher and principal development model.

To increase access to the information and tools, session dates and locations are scheduled in each region of the state as follows:

February 28	Region 5 – Greensboro	Greensboro Marriott
March 7	Region 1 – Elizabeth City	Elizabeth City State University
March 8	Region 2 – Wilmington	UNC-W The Burney Center
March 9	Region 4 – Fayetteville	Fayetteville State University -Shaw Auditorium
March 12	Region 3 – Raleigh	McKimmon Center
March 15	Region 7 – Hickory	Crowne Plaza
March 22	Region 6 – Concord	Charlotte Motor Speedway
March 23	Region 8 – Asheville	Crowne Plaza

Participants will be provided with communication tools to help the district's students, employees, parents and community understand how all the moving parts of the READY initiative will work together to support student learning.

In order to provide fair and equitable communication about the significant changes coming this fall to as many school-level professionals as possible, webinars will be conducted in April. Additionally a face-to-face session will be videotaped and posted online for continued access. Information on the READY Campaign is available to the public and accessible at http://www.ncpublicschools.org/ready/.

College- and Career-Ready Standards: Expanded Access to Post-Secondary Education: ***Career & College Promise (CCP)***

In today's global economy, successful careers could require a two-or four-year degree, a diploma or a nationally recognized job credential. *Career & College Promise (CCP)* offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a "B" average and meet other eligibility requirements. *Career & College Promise* is Gov. Bev Perdue's commitment to helping every qualified student gain access to an affordable college education. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. Three pathways offer students the opportunity to earn:

- College credit completely transferrable to all UNC System Institutions and many of North Carolina's Independent Colleges and Universities.
- A credential, certificate or diploma in a technical career.
- A high school diploma and two years of college credit in four to five years through innovative cooperative high schools (limited availability).

Career & College Promise provides three pathways to help advance eligible students' post-high school success: Earn tuition-free course credits toward a four-year degree through North Carolina's community colleges; earn tuition-free course credits at an NC Community College toward an entry-level job credential, certificate or diploma in a technical career; begin earning tuition-free college credits as a high-school freshman by attending a Cooperative Innovative High School.

Innovation Zones
The Innovative Education Initiatives Act and the Cooperative Innovative High School Programs statute were passed by the General Assembly in 2003 and revised in 2005. These statutes encourage high schools to be innovative and participate in reform activities. LEAs are encouraged to partner with their local postsecondary educational institution(s) to establish a high school program that would target students who are at risk of dropping out of high school before attaining a high school diploma or a program that would offer accelerated learning opportunities.

The new CCP program should expand access to college-level courses to students statewide. In addition to providing access for high school juniors and seniors, the program operating guidelines will ensure that students in the program are working toward tangible outcomes such as college credit transferable to a 4-year institution and/or a certification in one of the sixteen Career and Technical Education (CTE) career clusters. This is an improvement over the previous dual-enrollment options in North Carolina as they allowed students broad access without necessarily moving the students toward a career or college outcome (students could take a random assortment of courses that were technically college credit, but were not always applicable to a degree or certification, especially in combination with other courses the students have taken).

Academically or Intellectually Gifted (AIG)
Finally, in North Carolina, state legislation mandates that public schools identify and serve academically or intellectually gifted (AIG) K-12 students as another avenue for accelerating students. Each LEA determines how to identify and serve its own AIG student population. This honors local context and supports each LEA to do what is best for its own AIG student population. LEAs must adhere to state legislation, which guides LEAs and defines academically or intellectually gifted students, and will also use the NC AIG Program Standards, adopted July 2009, as a guide in the future development of local AIG programs. The newly approved NC AIG Program Standards provides a statewide framework for quality programming, while honoring local context. An LEA's policies and practices regarding its local AIG program are developed through the writing of a local AIG plan. This AIG plan is approved by the local board of education and submitted to State Board of Education/DPI for comment. DPI assists LEAs with their local AIG program and plan but does not approve local plans. Per state legislation, AIG plans must be revised every three years by the LEA. In 2009-10, LEAs revised their local AIG plans and programs with the guidance of DPI.

Implementing new standards that are rigorous and aligned to college readiness alone is not enough. North Carolina is providing a variety of opportunities for students to have access to courses and programs that will accelerate their learning in order to equip them for the demands of postsecondary learning. North Carolina has indictors to identify students who take advantage of the following opportunities:

- Honors and AP courses at the high school level for college-bearing credits
- Providing middle school students access to high school courses
- Virtual public school online courses
- Career and College Promise for high school juniors and seniors
- Cooperative Innovative High schools
- Early College high schools
- CTE Credentialing for high school students

North Carolina is proud to be a partner with the Southern Region Education Board (SREB) to develop high school transition courses designed to assist students who did not demonstrate proficiency at the junior level on the state required assessment (ACT). The transition courses, aligned with the Common Core State Standards for ELA and Math, and Literacy in Science and History/Social Studies, will be modular, will employ hybrid in-class and online approaches, and will serve the purpose of helping significantly more students become college ready and prepared to succeed in postsecondary pursuits.

College- and Career-Ready Standards: <u>Teacher and Principal Preparation Programs</u>

In order to ensure that new teachers and principals can support the new standards, NCDPI and the SBE work closely with IHEs on program approval and program review. All teacher and leader (principal) education licensure areas must have SBE approved programs which are aligned to the NC Professional Teaching Standards and the NC School Executive Standards (Masters of School Administration programs). Both sets of standards (teachers and school leaders) explicitly have diversity standards and practices which speak to teachers' ability to

differentiate for all learners, including those typically under-served. Teacher and leader candidate programs use these standards to develop and implement their program of studies. In addition, the state reviews the IHE programs using candidate's developed artifacts. These artifacts demonstrate a candidate's proficiencies in all the standards, including teaching diverse learners including ELs, SWDs, and low-achieving students.

As North Carolina rolls out the CCSS and North Carolina Essential Standards, IHEs are included in the design and implementation of professional development. In 2011, NCDPI trained over 200 IHE faculty members from across the state. In the summer of 2012, IHEs will continue their training by working with their LEA (school system) partners. The implementation of the plan will improve the preparation of teachers and principals.

College- and Career-Ready Standards: Rigorous Assessments Aligned to the Standards

With new standards for all content areas to be implemented with the 2012-13 school year, new assessments also will be implemented. Currently the assessments for math, science, and ELA are being field tested in the 2011-12 school year to assess needed changes and fully train teachers on the expected assessment changes and instructional practices to support student achievement. Teachers will receive continued support and professional development on the new standards as well as the assessments in order to interpret and analyze the data from the assessments (formative, interim, or summative). With this information, teachers will become more equipped to customize and differentiate instruction and learning activities to increase student outcomes.

The *SMARTER Balanced Assessment Consortium (SBAC)* is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. The assessment system will be field tested in the 2013-14 school year and administered live for the first time during the 2014-15 school year.

The state of North Carolina is a Governing State in the SBAC. As defined in the Governance Document, each state is required to take an active role in supporting the work of the Consortium, thus North Carolina's participation includes membership in three work groups. With strong support from member states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career- and college-readiness. A summary of the core components are as follows:

Summative assessments:

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics;

- Designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready;
- Capitalize on the strengths of computer adaptive testing, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results;
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

Interim assessments:

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals;
- Designed as item sets that can provide actionable information about student progress;
- Serve as the source for interpretive guides that use publicly released items and tasks;
- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed-response items and performance tasks;
- Afford teachers and administrators the flexibility to:
  - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
  - administer these assessments at strategic points in the instructional year;
  - use results to better understand students' strengths and limitations in relation to the standards; and
  - support state-level accountability systems using end-of-course assessments.

Formative tools and processes:

- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers and students to diagnose a student's learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.

Accountability:

- Fully committed to providing each member state reliable, valid, and comparable achievement and growth information for each student;
- Enables each state to implement its own approved state accountability system; and
- Establishes achievement standards in 2014 following the administration of the field tests in the 2013-14 school year.

System features:

- Ensures coverage of the full range of ELA and mathematics standards and breadth of achievement levels by combining a variety of item types (i.e., selected-response, constructed-response, and technology-enhanced) and performance tasks, which require application of knowledge and skills;
- Provides comprehensive, research-based support, technical assistance, and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards; and

• Provides online, tailored reports that link to instructional and professional development resources. NCDPI, SBAC and the Partnership for Assessment of Readiness for College and Careers (PARCC) are working together to launch a Technology Readiness Tool to support states in the transition to next-generation, online assessments. The tool will allow districts and schools to capture readiness indicators, including: number and types of computers, network and bandwidth infrastructure, local staff resources, and other information related to the digital delivery of assessments. The two consortia are planning for communication and training in February 2012, with the first collection window opening in March 2012. The technology readiness data will be collected twice annually through 2014. For more information about the announcement from SMARTER Balanced and PARCC, go to the official press release at http://www.smarterbalanced.org/news/smarter-balanced-and-parcc-to-launch-new-technology-readiness-tool-to-support-transition-to-online-assessments/ .	

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**	**Option C**
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

See **Attachment 6** for a copy of the state's MOU with the SMARTER Balanced Assessment Consortium.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

OVERVIEW

North Carolina was a pioneer in school accountability in the mid-1990s when the state's education and political leaders developed the ABCs of Public Education, the current school accountability model. At that time, few states were able to measure student academic growth from year to year and use this information to evaluate school performance. Since then, North Carolina educators and leaders have learned a great deal about what is effective in improving schools and performance. New technologies have changed how student assessments can be completed and allowed for more complex analysis of student assessment data. Ultimately the goal of NC's differentiated accountability, recognition and support system is to ensure that our students graduate prepared for college and the workplace and that achievement gaps between groups are eliminated.

North Carolina has been engaged in transforming its content standards, assessments, and accountability system for the past four years. However, as this work has evolved, the Race to the Top (RttT) grant, and now the Elementary and Secondary Education Act Flexibility Waiver, has more definitively set the path to preparing students to be successful beyond their K-12 education. This commitment to college- and career-readiness standards has permeated all of the state's efforts: professional development, teacher and principal evaluation systems, coordination of higher education program outcomes, participation in the SMARTER Balanced Assessment Consortium, and of course, content standards, assessments, and accountability.

As North Carolina submits this Flexibility Request, it is in the final phase of the design of a new accountability model, which will be implemented in the 2012-13 school year. Also, in 2012-13, new assessments aligned to the Common Core State Standards in English language arts and mathematics and the Essential Standards in science will be operational.

The timing of the Flexibility Request with the delivery of new content standards, new assessments, and a new accountability model is optimal for North Carolina to coordinate its efforts to ensure every student graduates college- and career-ready. It also is a key factor in achieving the overarching goal of having an accountability system that is clear, concise, and transparent to all stakeholders.

The Flexibility Request gives North Carolina the opportunity to reset Annual Measureable Objectives (AMOs) with the goal of reducing the percentage of non-proficient students by half within six years. This, coupled with setting AMO targets by subgroup, as opposed to having the same target for all subgroups, emphasizes the importance of continuous improvement for all.

> Please note that North Carolina is *not* using an index model in its new accountability model, and it is *not* assigning a status to each school based on the accountability model which starts in the 2012-13 school year. North Carolina's accountability model will provide data on the current year (Status) and change across years (Progress). This information, with EVAAS for school growth, will provide stakeholders with comprehensive information to evaluate the successes and needed improvements in a school. Critical to this is the disaggregation of the data, which will identify subgroup differences. Also note that the EVAAS data mentioned is *not* conditioned on the use of demographic variables.

Theory of Change

In May 2007, the Blue Ribbon Commission on Testing and Accountability presented a report to the North Carolina State Board of Education (SBE) that recommended improvements in the current system of accountability and steps toward a next generation of standards and assessments for North Carolina's schools. As a follow-up to the Commission's findings, in June 2008 the SBE approved the *Framework for Change: The Next Generation of Assessments and Accountability,* which identified action items for implementation of new content standards, new assessments, and a new accountability model. To deliver this work, in July 2008 the North Carolina Department of Public Instruction (NCDPI) initiated the Accountability and Curriculum Reform Effort (ACRE), which organized cross-agency teams to develop new content standards (Essential Standards), to design new assessments, and to design a new accountability model.

In the midst of this work, in June 2010 the SBE adopted the Common Core State Standards (CCSS) in English language arts (ELA) and mathematics. This action required a shift from developing assessments aligned to the Essential Standards (English language arts and mathematics) to developing assessments aligned to the CCSS. Science assessments are still being aligned to the Essential Standards as adopted by the SBE in February 2010. The 2012-13 school year was targeted as the delivery date for all of the new assessments: English language arts, mathematics, and science.

In August 2010, North Carolina was awarded a Race to the Top (RttT) grant. With funds to increase resources and support for professional development, which is critical to the implementation of the CCSS and the Essential Standards, the Educator Recruitment and Development Division, in collaboration with the Curriculum and Instruction Division, delivered focused training for teachers across the state on the new content standards in the summer of 2011. This effort was the beginning of professional development centered on preparing educators, particularly teachers and principals, for the transition to college and career ready standards and a new accountability model. As the trainings continued in the fall of 2011, the Accountability Services Division was included in the workshops to provide information on accountability and its role in ensuring schools are identified for assistance and intervention.

In September 2011, the USED offered states the opportunity to request flexibility from some of the ESEA requirements. With the new accountability model in the final design stages, North Carolina reviewed the model in consideration of the possibility of resetting the AMOs. With discussion on the impact of the Flexibility Request and continuous input from stakeholders, North Carolina modified the proposed accountability, bringing it into focus and aligning it with the Flexibility Request. The State Board of Education (SBE) approved the indicators for the accountability model at its January 2012 meetings.

North Carolina's accountability model has evolved from the vision of the Blue Ribbon Commission and the SBE to one that is clear and transparent to one that utilizes and optimizes the best of all of our initiatives: ACRE, *Career and College: Ready, Set, Go!,* and the Flexibility Request. The central message common to these initiatives is the adherence to high standards (college- and career-readiness) for all students and deliberate accountability that fosters focused improvement.

The following chronological chart details North Carolina's evolution to college- and career-ready standards, assessments, and accountability.

Date	Action	Outcome
May 2007	State Board of Education (SBE) commissioned a Blue Ribbon Panel on Testing and Accountability	Targeted change for Testing and Accountability
June 2008	Based on the Blue Ribbon Commission's recommendations, State Board of Education released *Framework for Change*	The *Framework* directed NCDPI to develop new content standards, to develop new assessments aligned to the new content standards, and to design a new accountability system, particularly for high schools, that was clear and transparent.
August 2008	Accountability and Curriculum Reform Effort (ACRE)	Plan and timeline for the adoption of new content standards, the development of new assessments, and the design of a new accountability system
June 2010	North Carolina SBE Adopts Common Core State Standards in English language arts and mathematics	ACRE timeline adjusted to deliver new assessments aligned to the new content standards in 2012-13.
August 2010	Race To The Top (RttT)	U.S. Department of Education (USED) awards RttT grant to North Carolina
September 2011	USED offered states opportunity to apply for waivers to NCLB sanctions	North Carolina incorporated waivers into its accountability model

Current Status

As of fall 2011, North Carolina had made significant progress toward the next generation of assessments and accountability first envisioned by the Blue Ribbon Commission on Testing and Accountability in 2007. These achievements included the following:

1. The SBE had adopted Common Core State Standards in English language arts (ELA) and mathematics and Essential Standards in science.
2. The NCDPI had completed phase I of statewide professional development on the new content standards.
3. The SBE had adopted a new teacher and principal evaluation system that includes an indicator on student performance.
4. Field tests for the new assessments are scheduled for 2011-12.
5. Operational assessments aligned to the new content standards (CCSS ELA and mathematics and Essential Standard in Science) are scheduled for implementation in 2012-13.
6. In the 2013-14 school year, the NCDPI will submit necessary documentation for peer review of the new assessments administered in the 2012-13 school year.
7. The NCDPI finalized its work on the design of a new accountability model that will focus on student achievement and academic growth as required by the *Framework for Change* (2008).

State Accountability Model

In the *Framework for Change* (2008), the SBE specified a new accountability model for high schools; the elementary accountability model was not targeted for re-design. However, any changes to the accountability calculation or business rules would apply to the both the elementary model and the high school model, as appropriate. For example, student performance is reported as a performance composite of all assessments (number of proficient scores on all assessments for the school/number of students who have taken the assessments). If the student performance calculation was changed for the high schools, it would also be changed for the elementary model.

To clarify, there is one accountability model, but the high school model has additional indicators, primarily to address the college- and career-readiness of high school graduates. It is recognized that college- and career-readiness is not limited to the high school, but rather it is a framework that extends from kindergarten to grade 12. However, the potential for additional indicators for grades K-8 have been more difficult to identify within the parameter that the measures should not be impacted by the socio-economic status of a school. The NCDPI is continuing to consider possible indicators for the K-8.

The model, both at schools with K-8 grades and high schools, will ensure stakeholders can easily and quickly determine their school's student achievement for the current year (status) and over time (progress).

Grades K-8		High Schools	
Status	**Progress**	**Status**	**Progress**
Student Performance: Grades 3 through 8 assessments: English language arts, mathematics, and Grades 5 and 8 assessments: science	Student performance targets met in grades 3 through 8 assessments: English language arts, mathematics, and Grades 5 and 8 assessments: science	Student achievement on state assessments (Algebra I/Integrated Math I, English II, and Biology)	Student performance targets met on state assessments (Algebra I/Integrated Math I, English II, and Biology)
		Student performance on the ACT (Grade 11 students)	Change in Student performance on the ACT (Grade 11 students)
		Cohort graduation rates: 4-year and 5-year	Change in Cohort graduation rates: 4-year and 5-year
		Student performance on WorkKeys (Grade 12 students who meet criteria of a Career and Technical Education concentrator)	Change in Student performance on WorkKeys (Grade 12 students who meet criteria of a Career and Technical Education concentrator)
		Future Ready Core completer rate (Students who complete and pass Algebra II/Integrated Math III)	Change in Future Ready Core completer rate (Students who complete and pass Algebra II/Integrated Math III)
		Implementation of the Graduation Project (only in Status, not in Growth)	No change reported

The Status column will contain data on the percent of students meeting the established benchmarks, and the Progress column will contain data on whether or not the school met the target specified to demonstrate progress. The following table provides examples, both at the aggregate level and disaggregated:

Indicator	Students	Status	Progress
All Grade 3 Assessments	All Students	66.2 (% proficient)	Target: 65.3 Met Target: Yes
All Grade 3 Assessments	Hispanic Students	67.3 (% proficient)	Target: 66.4 Met Target: Yes
Grade 3 English Language Arts	All Students	76.2 (% proficient)	Target: 81.2 Met Target: No
Grade 3 English Language Arts	Students w/Disabilities	70.5 (% proficient)	Target 70.1 Met Target: Yes
Cohort Graduation Rate	All Students	77.8 (% graduated)	Target: 79.2 Met Target: Yes
Cohort Graduation Rate	English Language Learners	65.4 (% graduated)	Target: 67.2 Met Target: Yes

This accountability data will emphasize the performance of all students at the aggregate level and the following subgroups: white, black, Asian, native American, Hispanic, two or more races, students with disabilities, English language learners, and economically disadvantaged students, and academically or intelligently gifted (AIG). All these subgroups are reported as part of ESEA with the exception of AIG.

Annual Measurable Objectives (AMO) Accountability Data

To integrate the state accountability model and the new AMOs, the Progress column targets for the English language arts and mathematics assessments will be the AMO targets. Also included will be the non-federal indicators in the new state accountability model (ACT scores in High School, Future-Ready Core participation in High School and science results in Elementary, Middle and High School) will be set as well. This parallel structure allows for integration of the AMO targets into the overall state model. We believe that the additional indicators in our model are absolutely necessary to making a claim that our model sets as a goal – and measures – key components of college- and career-readiness. The content domain of the ACT is larger and more ambitious than the Math and English Language Arts assessments currently used for annual measurable objectives under ESEA. The use of the ACT is an important bridge assessment allowing us to measure career- and college-ready expectations in our accountability model 2-years prior to the roll-out of the consortia assessments. Additionally, the ACT has the added benefit of actually being useful to students in college admissions.

Each school will have a set of targets for all sub-groups across all indicators to ensure that schools are accountable for the college- and career-readiness of all. The example below of a READY Accountability report uses the high school indicators. Note that, while the WorkKeys assessment and North Carolina Graduation Project will feature centrally in the accountability reporting, targets will not be set for these as they are not census assessments and in the case of the graduation project, not a requirement.

Sample READY Accountability Report
2012-13 School Year

Example High School	All Students	American Indian	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	Limited English Proficient	Students With Disabilities
Mathematics										
Target	AMO	AMO	AMO	AMO	AMO	AMO	AMO	AMO	AMO	AMO
Result										
English Language Arts										
Target	AMO	AMO	AMO	AMO	AMO	AMO	AMO	AMO	AMO	AMO
Result										
Science										
State Target	State target	State target	State target	State target	State target	State target	State target	State target	State target	State target
Result										
Graduation Rates										
Target	State target	State target	State target	State target	State target	State target	State target	State target	State target	State target
Result										
Future-Ready Core										
Target	State target	State target	State target	State target	State target	State target	State target	State target	State target	State target
Result										
ACT										
Target	State target	State target	State target	State target	State target	State target	State target	State target	State target	State target
Result										
WorkKeys										
Target	State target	State target	State target	State target	State target	State target	State target	State target	State target	State target
Result										

The new AMOs will be used here.

Other progress targets will be set for the non-ESEA measures using a similar methodology (cut in half the percentage not meeting expectations in 6 years.)

Note on above table: The Graduation Project (from the table on page 47) will be reported as a yes or no based on whether a school requires it. For this reason, it will not be disaggregated.

Note that because our new model will hold schools accountable for all new college- and career-ready indicators in 2012-13 (with the exception of the graduation project), we will reset all targets (both AMOs and state targets) using 2012-13 as a new baseline year. We will use a methodology that matches the balance of ambitiousness and feasibility that the suggested methodology of reducing the percentages of students not-proficient in half by 6 years represents. We will also ensure that the 2012-13 reset targets require subgroups farther behind to improve at a faster rate to close gaps in performance. We will report the percentage of targets met across all of the indicators which have sufficient data. In alignment with current practices for reporting against yearly targets and for high-stakes decision making, any subgroup result will be noted as "ID" (insufficient data) on the targets page if the n-size does not meet or exceed 30 (this reduction in n-size from the original USED-approved n-size of 40 will begin with the reporting of the results from the 2012-13 school year). The reporting of results from the 2011-12 school year will be the last year of the ABCs Accountability Model program. Additionally, the results from the 2012-13 school year of each indicator included in the reported accountability model noted as "ID" will be viewable if the n-count is greater than or equal to 5 on a supplementary drill-down page. Based on the high school example above, the following table illustrates how subgroup results will be reported.

During the next 12-16 months, the NCDPI will be reconfiguring all of the accountability websites to accommodate the ending of the ABCs reporting and the beginning of the READY Accountability reporting. This will include revisions to the State Report Card site as well.

2012-13 School Year Example High School (graduation rates will also be reported)	**All Students**	**American Indian**	**Asian**	**Black**	**Hispanic**	**Two or More Races**	**White**	**Economically Disadvantaged**	**Limited English Proficient**	**Students With Disabilities**	**Academically or Intellectually Gifted**
Mathematics											
State Proficiency Target	83.2	74.2	91.6	70.6	79.5	83.9	89.6	74.3	52.5	47.2	≥95
Actual Result	81.1	**ID**	**90**	**70**	**82**	**ID**	**88**	**75**	**54**	**56**	**≥95**
Met Target?	No	NA	No	No	Yes	NA	No	Yes	Yes	Yes	Yes
State Participation Target	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Result	99.4	ID	100	99.4	99.1	ID	99.8	99.1	99.5	99.4	100
Met Target?	Yes	NA	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes

Note on the above table: On this particular example, 72.2% of the targets were met.
ID = Insufficient Data, NA = Not Applicable

Accountability Model Outcome (Starting with reporting from the 2012-13 school year.)

By presenting data on the status and the progress of all students and of subgroups, educators designing programs for improving student outcomes will have more detailed data to identify students who need focused intervention. As is often noted, schools with high overall performance and high majority population performance may have subgroups that are not performing at the same level as the high majority population. This misalignment of educational outcomes requires identification if achievement gaps are to close and if all students are to be prepared for successful in college and career. Reporting on subgroup performance across all indicators was the first step in designing an accountability model that will garner continuous improvement for all. The second step was determining indicators that function cohesively to ensure college- and-career ready graduates.

The six indicators interact to accomplish this goal:

1. Attending to student performance on state assessments will impact student performance on the ACT and WorkKeys.
2. Likewise, students who successfully complete Algebra II/Integrated III and the Graduation Project, which spans grades 9-12, will be better prepared for the ACT and WorkKeys.
3. Attention to all of these indicators will not only better prepare students for their post-secondary endeavors; high schools that focus programs on supporting these indicators will increase their graduation rates.
4. All of the indicators create a dynamic learning environment where students are successful and challenged, thus more likely to remain in school and graduate.

To provide a school-level growth metric, the NCDPI is working with SAS Institute to generate Education Value-Added Assessment System (EVAAS) growth data. This will be reported on the accountability web site for each school and will be used to identify schools that need differentiated support. This data will also identify schools that are performing at a high-level.

State Accountability Model with ESEA Flexibility

In the ABCs of Public Education, the current statewide accountability model, schools are assigned a status based on students' performance and growth on the state assessments. There are seven potential statuses: Honor Schools of Excellence, Schools of Excellence, Schools of Distinction, Schools of Progress, No Recognition, Priority Schools, and Low-Performing Schools. Of these, only one, Honor Schools of Excellence, requires the school to make Adequate Yearly Progress (AYP). These seven school statuses will no longer be used when the state moves to the READY Accountability reporting from the 2012-13 school year. Currently, the state does provide a report with schools' AYP determination, but it is a separate report from the ABCs accountability report.

As North Carolina implements the new accountability model, the ESEA Flexibility Request will allow the integration of Annual Measurable Objectives (AMOs) in a meaningful way, as opposed to a separate stand-alone report. The new accountability model (see page 46) will include the Performance Composite Indicator (percent of proficient scores across all assessments) for both the grade schools and the high schools. The performance composite will be reported in the Status column of the performance of all students for the current year. In the Progress column, the AMO targets for English language arts and mathematics will be reported as well as state AMOs for science. This column will include (1) whether or not a specific target was met and (2) an overall report of the total number of targets and the total number of targets met.

By reporting the AMOs in the Progress Column, all schools' will be held accountable for meeting the AMOs based on the goal of reducing by one-half the number of non-proficient students within six years. This design merges state and federal accountability into one report, emphasizing the common goal of increasing student achievement and reducing the achievement gaps.

In alignment with the current North Carolina Accountability Workbook, all schools must meet the required Other Academic Indicator (OAI), which is improvement in either graduation rate (for applicable schools) or attendance (schools without graduating students).

Assessment Participation

Recognizing the importance of ensuring all students participate in the assessment program, schools with less than 95 percent participation in mathematics, English language arts, or science will be reported as "Not Met." Schools not meeting the 95 percent tested rule will be identified and reported in the accountability results. Schools will be subject to consequences if they fail to achieve 95% participation for any subgroup. The consequences will escalate for schools that do not meet the participation rate standards over multiple years. The escalating consequences will be as follows:

Year 1 of not meeting participation rate requirements for any subgroup

Consequence: Within 30 days after accountability results are approved by the SBE, the school must send **a letter** (text provided by the NCDPI) to all parents informing them of the inadequate participation rate. Each letter must also provide a plan of action for ensuring full participation for all subgroups specifically targeting those that did not have adequate participation.

Year 2 of not meeting participation rate requirements for any subgroup

Consequence: The school will be labeled as a "consistently low-participating school" and will be required to create and implement an intensive intervention plan aligned with ensuring participation rates for all sub-groups reach 95%. At the state level, within the Statewide System of Support, these schools will receive the most intensive support around the issue of participation rates.

Year 3 of not meeting participation rate requirements for any subgroup

Consequence: NCDPI will **count non-participating students as not proficient.** The number of additional students who will be counted as not proficient will be equal to the number of students that would be needed to achieve a 95% participation rate in any subgroup. An additional letter (text provided by the NCDPI) must be sent home by the school indicating a third year of inadequate participation and providing a plan to ensure full participation for all subgroups.

These consequences will be implemented with the new accountability model starting in the 2012-13 school year. Additionally, schools will not exit Priority School or Focus School status if the participation rate is less than 95 percent.

Inclusion of Academically or Intellectually Gifted (AIG) Subgroup

In addition to the current ten (10) subgroups previously used for making AYP decisions, North Carolina will also report the AIG subgroup beginning in 2012-13. This decision was predicated on the commitment to ensuring all subgroups, including the high achievers, demonstrate growth.

Future-Ready Occupational Course of Study (FR-OCS) Students

Currently, Future-Ready Occupational Course of Study (FR-OCS) students participate in the general assessments, with or without accommodations. North Carolina intends to develop modified assessments aligned to grade level content standards for Algebra I/Integrated Math I, English II, and Biology for implementation in the 2012-13 school year. The eligibility criteria for these assessments will *not* be limited to the OCS students, but rather it will include students with Individualized Education Programs (IEPs) who have demonstrated an inability to be proficient on the general state assessments. Effective with the 2014-15 school year, North Carolina will *no* longer administer modified assessments at any grade level. Additional information on the FR-OCS may be found on pages 28-30 of this document.

Differentiated Recognition

Quality public schools are among parents' top concerns, but others also have an important interest in ensuring that public schools are strong and provide a good value for the investment they represent. Public reporting of school information provides the State an opportunity to recognize the individual achievements of schools. In addition to the accountability reports which provide disaggregated data, the North Carolina's School Report Cards are designed to provide parents, taxpayers, employers and other stakeholders with key information about student achievement and attendance, class size, school safety, teacher quality, school technology and other information from the state's public schools (including charters).

The North Carolina School Report Cards site (http://www.ncreportcards.org/src/) is the state's one-stop-shop and best online resource for school information. The data reported are pulled directly from the authoritative sources for each area, and have been reviewed for accuracy before publication. The utility of the School Report Card will continue with the transition to the new accountability model.

Statewide System of Support/Differentiated Support

In the fall of 2007, the North Carolina Department of Public Instruction (NCDPI) initiated a program for Comprehensive Support for District and School Transformation, an ambitious plan to redefine and redesign the way the agency delivers assistance. The Comprehensive Support for District and School Transformation initiative has broadened into a major NCDPI focus on providing a statewide system of support for districts and schools sanctioned under NCLB, support for turnaround high schools and the middle schools that feed into them, and schools identified as low-performing under the ABCs of Public Education. To date, NCDPI has completed an organizational realignment to ensure that committed leadership and the right decision-making structures are in place for the support system to be successful. The Academic Services and Instructional Support Area within NCDPI provides extensive school, district, and regional support to low-performing and low-capacity districts coordinated through inter-agency roundtables as part of the redefined statewide system of support. The cadre of support staff includes Needs Assessment Reviewers, Regional Leads, District Transformation Coaches, School Transformation Coaches, Instructional Coaches, and all Academic Services and Instructional Support staff to include Title I consultants. The support staff team, which includes distinguished teachers and principals brokers, partnerships with outside consultant groups, institutions of higher education, and regional comprehensive technical assistance centers.

Roundtables
North Carolina's statewide system of support is coordinated and monitored through three interlocking roundtables. The roundtable structure includes a Strategic Roundtable, an Agency Roundtable, and eight Regional Roundtables.

The *Strategic Roundtable* is comprised of NCDPI senior leadership and meets quarterly to manage the selection of districts and schools that will receive the most intensive support as well as monitoring progress toward the priority objectives.

Measurable goals and objectives for schools/districts receiving assistance:

- An increase in the percentage of targets met for the Annual Measurable Objectives (AMOs)
- An increase in the percentage of students achieving proficiency on State assessments
- Progress in making growth
- Progress in the number and percentage of students successfully graduating from high school

Other support objectives:

- Assisting the school in making data-driven decisions to improve student achievement
- Increasing the school's capacity to achieve student academic growth over time for all student subgroups
- Enhancing the staff's knowledge and delivery of best practices
- Building the skills of teachers and administrators

The *Agency Roundtable* is comprised of all NCDPI division directors and meets monthly to facilitate ongoing initiatives within the statewide system of support. The state's Title I Director serves on this roundtable. The Roundtable identifies current initiatives being provided to the region by the agency; reviews comprehensive needs assessment outcomes; identifies gaps and redundancies; targets available resources to identified needs; and routes continued services through NCDPI staff assigned to regions, districts, and schools.

The eight *Regional Roundtables* are comprised of regional NCDPI staff and representatives of the Regional Education Services Areas (RESAs). The Regional Roundtables meet monthly to identify current initiatives underway in each district in the region, to identify common needs across each region, and to coordinate technical assistance provided for the districts and schools identified as having the greatest need for support. Regional Roundtables are facilitated by NCDPI Regional Leads, one assigned to each of the eight regions across North Carolina. These Regional Leads attend the Agency Roundtable to ensure that communication regarding the needs of districts and schools, as well as initiatives addressing those needs, are continually reassessed and adjusted as appropriate. A Title I consultant serves on each Regional Roundtable in order to ensure that statutory requirements are understood by all parties and appropriate services and support are brokered for Title I schools. In order to ensure that all subgroup populations are represented, membership on the Regional Roundtables includes representatives from each Division in the Academic & Instructional Services area including students with disabilities (Exceptional Children Division), English learners (Curriculum and Instruction Division), and economically disadvantaged students (Compliance and Monitoring). The following illustration depicts the various divisions represented on each Regional Roundtable.

Support is customized to address specific needs of schools and districts and is organized within three levels of support:

1. Intensive Support and Intervention
2. Moderate Support and Intervention
3. Independent with General Support

See the information below which lists the levels of support, the type of schools involved, and the responsible party to see that the support is provided and some sample activities.

Level of Support	Schools	Responsible Party	Sample Activities
Intensive Support and Intervention	• SIG Schools • RttT Schools • New Priority Schools • Other schools determined to be low-performing	SEA	• External Assessment • Continuous Improvement Process with NC Online Planning Tool • Differentiated Support through on-site Technical Assistance and Guidance • Coaching

Moderate Support and Intervention	• Focus Schools
	• Title I Schools not meeting AMOs for 2 consecutive years
	• Other schools significantly contributing to the State's achievement gaps
		LEA with SEA support	• Self-assessment to identify needs
			• Address needs in school improvement plan
			• Differentiated Regional Support
			  o Positive Behavior Intervention and Support (PBIS)
			  o Exceptional Children Literacy Specialists
			  o Educator Recruitment and Development Professional Development
			  o Common Core Professional Development
			  o Universal Design for Learning

Independent with General Support	• Title I Reward Schools • Other schools that are determined to be high-performing or achieving high progress	LEA/School	• Access to SEA resources as requested • Participation in demonstration programs

Ultimately, the statewide system of support provides customized technical assistance designed to build the capacity of LEA and school staff to improve schools and sustain improvement efforts. Utilizing cross-agency experts, NC's support system includes interventions specifically focused on improving the performance of English learners, students with disabilities, and low-achieving students. The roundtables provide a forum for continuous communication and collaboration within the agency in order to most effectively customize the support.

The Identification Process

Districts and schools are screened through a multi-step process to determine the local education agencies (LEAs) that have the greatest need and least capacity for supporting schools. Criteria will include factors such as progress on AMOs, progress on indicators for achievement, progress in student proficiency, progress on student growth, progress on indicators of college- and career-readiness, and the resources available in the district. Once districts are identified, the State then maps the LEAs and schools according to the eight regions across the state. This information is critical to the ongoing coordination of support within the various divisions in the agency and is communicated to all staff within NCDPI through the three inter-agency roundtables.

Comprehensive Needs Assessment (CNA) for Schools and Districts

For the most intensive support, comprehensive support for districts and schools begins as a partnership between LEAs and NCDPI. The LEAs identified as needing the most intensive level of support are contacted through the local Superintendent and School Board. NCDPI provides a District Transformation Coach to begin the design of services and support. A Comprehensive Needs Assessment (CNA) is scheduled as early in the process as feasible. The purpose of the CNA is to establish a clear vision of the strengths, areas for development, challenges and successes both for individual schools and the district as a whole.

Quality implementation of the CNA is vital since this rigorous process combines third party school evaluation with professional development to strengthen the capacity within districts and schools. Research supports that school districts that undergo a careful analysis of data and information, make better decisions about what to change and how to institutionalize systemic change. The framework of the CNA is designed to provide a model which enables local staff to conduct CNAs on their own.

The CNA begins with the district and its schools voluntarily completing a Self-Evaluation prior to the on-site review. The Self-Evaluation tool scaffolds the needs assessment focusing on outcomes in terms of school improvement and student achievement. NCDPI reviewers utilize completed Self-Evaluations along with other data available within the SEA to prepare for the on-site review. This instrument along with School and District Rubrics are used to facilitate a bottom to top approach in determining the priority of need for improvement.

During the on-site review, NCDPI staff uses a School and District Rubric to examine needs based on five overarching dimensions which include fourteen sub-dimensions that define quality education. Ratings are determined for each sub-dimension as Leading, Developing, Emerging, or Lacking. A Lead Reviewer facilitates a schedule for consistent feedback to be provided for local leadership at various points during the review. Upon completion of the CNA, a summary of the review is shared orally with a formal written report provided within 20-working days after the site

visit. Reports are shared and discussed at the Agency Roundtables and Regional Roundtables to provide ongoing communication regarding district and school needs. The rigorous assessment process results in identified needs addressed by customized assistance.

Included in the CNA is a review of school and district efforts to consistently engage in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the schools. Partnerships to establish supplemental programming, such as 21st CCLC programs, are a critical element of effective community involvement contributing to the academic success of students.

To date, NCDPI has trained over 80 staff members representing all divisions within the Academic Services and Instructional Support area to conduct the CNAs. This cadre of reviewers includes the ten consultants that serve Title I schools across the state. It is important that the terminology used is clearly articulated and understood by those providing support for districts and schools. The use of the CNA instrument coupled with the CNA cross-division training is yet another example of how NCDPI utilizes existing resources within the agency to provide a coordinated, collaborative state-wide system of support.

Information about CNAs is publically available and accessible at http://www.ncpublicschools.org/schooltransformation/assessments/.

Service Delivery

LEAs and schools with the greatest need are identified for direct support through the District and School Transformation (DST) division. LEAs targeted for support typically have clusters of low-performing schools. In addition to support provided at the school level, these LEAs need support at the central office level to develop district capacity for supporting their low-performing schools and nurturing academic growth throughout the district. Any individual school identified for DST support based on identification in the bottom 5% select a USED reform model for implementation and utilize the CNA process, onsite coaching, and SEA-provided professional development to design a plan for successfully implementing the selected reform model. LEAs and schools may utilize the Indistar® tool, which is a web-based system designed for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities. Implementation plans should clearly reflect strengths and areas identified for improvement in the needs assessment, as well as identifying transforming initiatives for district and individual schools. Improvement plans will provide a rationale for choices and a clear implementation map.

DST is designed to provide customized, on-site support, guidance and services to districts for a three-year commitment. This support must be differentiated to address the specific needs of the identified LEAs and schools, particularly in relation to the unique needs of urban and rural districts. The primary aims are to improve student academic performance and to build internal capacity in the central office and school's leadership for positive change and continuous growth. Services and assistance provided to districts by NCDPI will be extended and reinforced by (a) utilizing school, district, and regional coaches to develop school and district leadership by sharing best practices and providing knowledge of exemplary programs and strategies; and (b) brokering NCDPI staff and external partners as needed to provide professional development and technical assistance. The number of districts served and the extent of services depend on the availability of resources and will be provided to districts with the lowest performance and least capacity.

In addition to the identification of districts with clusters of low-achieving schools, there are also individual schools identified for support that may be in additional districts. In these situations, all school-level resources outlined above are provided. If the school has also been individually identified as a SIG or RttT school, it will have chosen and be implementing a reform model.

Additional technical assistance for all LEAs and charter schools is coordinated through the roundtables. Service delivery is provided internally through NCDPI agency and regional staff to include initiatives such as Response to Intervention (RtI) training by NCDPI Exceptional Children staff. Services are also brokered with various partnerships for support to include, NC RESAs, the New Schools Project, The Collaborative Project, the UNC Center for School Leadership and Development, and the Appalachian Regional Comprehensive Center (ARCC).

Objectives of support include:

- Assisting the central office to support schools more effectively, efficiently, and equitably so that all schools are on track to meet state and federal accountability goals;
- Assisting districts and schools in making data-driven decisions to improve student achievement; and
- Conducting a needs assessment and providing the support and guidance through regional roundtables assisting districts and schools in developing:

    1. Greater understanding of the significance of planning;
    2. Greater knowledge of leadership and the roles of central office staff and school leaders;
    3. Greater knowledge of the tools/processes used in monitoring instruction and increased ability to effectively monitor instruction;
    4. Increased ability to use data strategically to establish district instructional priorities; and
    5. Increased ability to align resources and activities to support priorities.

School improvement funds authorized under section 1003(a) and 1003(g) of Title I of the ESEA direct funds in significant amounts to the State's lowest-achieving schools in order to turn around those schools. Schools are provided with customized support to ensure the selected reform models or intervention strategies are implemented with fidelity. Efforts to support specific schools are coordinated through the Regional Roundtables and target areas including budgeting and resource allocation aligned to specific identified needs.

Along with other available funds, State administrative funds provided with 1003(a) ad 1003(g) are utilized for leveraging the statewide system of support. Examples of initiatives supported with these funds include:

- Balanced Leadership training - Mid-continent Research Education Laboratory (McREL)
- Developing a Framework for Action - University of North Carolina at Chapel Hill Center for School Leadership
- Common Core State Standards/Essential Standards - NCDPI staff
- Teacher Leadership initiative - Cambridge Education

Continuous Coordination, Communication, and Collaboration

With the support of North Carolina's Race to the Top grant, North Carolina will continue the work developed through the ACRE project under Governor Beverly Perdue's *Career & College: Ready, Set, Go!* initiative. School districts and charter schools receive support for implementing creative and meaningful programs and activities that will result in more students:

- graduating from high school;
- being better prepared for college; and
- possessing skills necessary for careers in today's economy.

The *Career & College: Ready, Set, Go!* initiative supports the work of educators across North Carolina through professional development, technology and new standards and assessments. It focuses around four "pillars" of work and is aligned to the principles of ESEA Flexibility:

1. Great Teachers and Principals
2. Quality Standards and Assessments
3. Turnaround of Lowest-Achieving Schools
4. Data System to Improvement Student Instruction

1. Teachers and principals are at the heart of every school. They set the tone for learning, establish expectations and ensure an appropriate school environment for students and staff. The work of the Great Teachers and Principal pillar is to increase teacher and principal effectiveness, through:

- Performance incentives for lowest-achieving schools
- Research-supported university preparation programs
- Research- and data-based recruitment and licensure programs:
    - Teach for America expansion
    - NC Teacher Corps
    - Regional Leadership Academies
- Strategic staffing initiatives
- Expansion of virtual and blended teaching
- Statewide professional development system
- Successful innovations in identifying, developing, and supporting effective leaders
- Statewide teacher and principal evaluation systems

2. North Carolina has had a state standard Course of Study for many decades, and the state has decades of experience with student and school accountability. The Quality Standards and Assessments pillar aims to update North Carolina's statewide PK-12 Standard Course of Study and school accountability system to reflect internationally benchmarked standards and assessments and to capitalize on newer technology and 21st century expectations through:

- New curriculum standards and adoption of the Common Core for implementation by the 2012-13 school year;
- New student assessments – including formative assessments – for all subjects with a strong focus on graduation; and
- An updated accountability model for schools that focuses on student graduation and preparation for career and college.

3. Turnaround of lowest-achieving schools targets customized support to identified districts and schools, ensuring educational opportunities for all students. Turnaround activities will focus on the schools in the bottom 5 percent of performance; high schools with a graduation rate below 60 percent; and local districts with aggregate performance composites below 65 percent. Improved educational opportunities for students in identified districts and schools occur through:

- A focus on building local capacity
- Customized approaches to local setting and needs
- A school reform model, and may include redesigns such as:
    - Early college high schools
    - Redesigned schools
    - Charter schools
    - NC School of Science and Mathematics partnership
    - District-level magnet schools
    - Science, Technology, Engineering and Mathematics (STEM)-themed high schools

4. In schools as in businesses and homes, technology is an important tool that provides efficiency, timely communication and better access to information. The Data System to Improve Instruction pillar involves the establishment or increase of robust data systems that measure student success and inform teachers, principals and policymakers about how they can improve the delivery of educational services to students. Activities to accomplish this comprise:

- Technology to enhance all reform areas
- Building upon technology-enabled education initiatives
- Statewide longitudinal data system and student information system
- NC Education Cloud
- Next generation technology infrastructure
- Service delivery platform for content, services and applications

Providing all stakeholders with timely and relevant information and resources to accurately characterize individual student learning at different points in time and act on that knowledge to improve student outcomes is key to continuous school improvement. To ensure that students, teachers, parents, and school and district administrators have to access data and resources to inform decision-making related to instruction, assessment, and career and college goals, NCDPI is developing the Instructional Improvement System (IIS) through North Carolina's RttT grant award. This tool will be made available to all LEAs and charter schools.

Students can use the IIS to:

- Engage in interactive, rich educational resources that are tightly aligned to the Common Core State Standards
- Take local and statewide assessments with near-instant performance feedback
- Store exemplars of personal academic and/or artistic work
- Collaborate with other students on various projects

Teachers can use the IIS to:

- Supplement their teaching with individualized educational materials
- See a detailed diagnostic breakdown of each child's performance including knowledge and skill areas that require extra attention
- Engage in professional development modules according to personal interests, district goals, and state standards

Parents can use the IIS to:

- Track their child's performance according to instructional goals set by the teacher, district, and state
- Utilize at-home enrichment activities recommended by the teacher and/or system according to the student's performance and aptitude
- Communicate questions and feedback to teachers and/or administrators

Administrators can use the system to:

- View aggregate and individual student performance reports
- View aggregate and individual teacher effectiveness reports
- Make placement decisions based upon the historical interaction of student performance and teacher effectiveness

More information on the IIS is available to the public and accessible at http://www.ncpublicschools.org/acre/improvement/.

To date, NCDPI has provided an overview of the Statewide System of Support in various venues to include multiple stakeholders across the state. The agency continues to disseminate resources to ensure that all LEAs and schools will know about, and have access to, the system of support as well as understanding the services that are offered. As the structure is refined internally and approved by the SBE, information will be consistently communicated to all LEAs and schools that demonstrates support for all students being college- and career-ready.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

North Carolina is including science performance in its new state accountability model. The percentage of students in the "all students" subgroup scoring proficient for each of the state's science assessments (grade 5, grade 8, and biology) are provided in the table below. While these science assessments will be used in the state's accountability model, the selection of Priority, Focus and Reward Schools will use only reading/language arts and mathematics; thereby not allowing the results from the science assessments to lessen the clear focus on reading and mathematics. The proficiency data for reading and mathematics are on page 64.

Statewide Science Proficiency
2010-11 School Year

Assessment	Percent Proficient
Grade 5 Science	73.4%
Grade 8 Science	74.9%
Biology (Banked scores for grade 11 reporting)	83.5%

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☒ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the

i. Provide the new AMOs and an explanation of the method used to set these AMOs.	and an explanation of the method used to set these AMOs.	new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Option A

North Carolina chose to set the AMOs to reduce by half the percentage of non-proficient students within six years. These targets were set for the "all students" group and for each subgroup. In choosing this option, North Carolina responded to stakeholders' reactions, recently and across many years, to the limitations of No Child Left Behind. Often citing the one size fits all approach, stakeholders were eager to reset the AMO targets with a more achievable end-date and a more reasonable methodology.

Responding to another criticism of NCLB, North Carolina is requesting the option to set targets by subgroups. This approach, particularly in view of our reporting system which is based on subgroups, allows not only for subgroups to progress on their own trajectory, it maintains the expectation that there is continual progress. At the February 2012 SBE meeting, information on the trajectories for different subgroups was presented and affirmed that while there are different starting points, the expectation is greater over the same period of time. Thus, rather than lowering expectations, the subgroups starting at a lower point have to work very hard to reach the end-goal of reducing their percentage of non-proficient students in the "all students" group and in each subgroup by half within six years.

North Carolina has set AMO targets in reading and mathematics based on the 2010-11 assessment data. The 2010-11 Grades 3-8 baseline was set on the end-of-grade tests in reading and mathematics at grades 3-8. For the HS (high schools), the Algebra I and English I assessments were used. The SBE approved the targets at its February 2011 meeting for implementation in the 2011-12 school year (pending USED approval of the waiver request).

	2010-2011 Baseline Reading		2011-2012 Targets Reading		2012-2013 Targets Reading		2013-2014 Targets Reading		2014-2015 Targets Reading		2015-2016 Targets Reading		2016-2017 Targets Reading	
Subgroup	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**
Total (All students)	70.5	86.0	73.0	87.2	75.4	88.3	77.9	89.5	80.3	90.7	82.8	91.8	85.2	93.0
Native American	58.3	73.3	61.8	75.5	65.2	77.8	68.7	80.0	72.2	82.2	75.7	84.4	79.2	86.7
Asian	79.1	87.3	80.8	88.4	82.6	89.4	84.3	90.5	86.1	91.5	87.8	92.6	89.5	93.7
Black	54.0	75.8	57.8	77.8	61.7	79.8	65.5	81.8	69.3	83.9	73.2	85.9	77.0	87.9
Hispanic	57.6	78.4	61.1	80.2	64.7	82.0	68.2	83.8	71.7	85.6	75.3	87.4	78.8	89.2
Two or More Races	73.3	88.6	75.5	89.5	77.8	90.5	80.0	91.4	82.2	92.4	84.4	93.3	86.7	94.3
White	81.7	92.4	83.2	93.0	84.8	93.7	86.3	94.3	87.8	94.9	89.3	95.6	90.8	96.2
Economically Disadvantaged	57.9	77.0	61.4	78.9	64.9	80.8	68.4	82.8	71.9	84.7	75.4	86.6	79.0	88.5
Limited English Proficient	37.2	36.7	42.4	42.0	47.7	47.2	52.9	52.5	58.1	57.8	63.4	63.1	68.6	68.3
Students With Disabilities	39.5	46.4	44.5	50.9	49.6	55.3	54.6	59.8	59.7	64.3	64.7	68.7	69.8	73.2

	2010-2011 Baseline Math		2011-2012 Targets Math		2012-2013 Targets Math		2013-2014 Targets Math		2014-2015 Targets Math		2015-2016 Targets Math		2016-2017 Targets Math	
Subgroup	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**
Total (All students)	82.2	82.5	83.7	84.0	85.2	85.4	86.7	86.9	88.1	88.3	89.6	89.8	91.1	91.2
Native American	75.4	73.7	77.5	75.9	79.5	78.1	81.6	80.3	83.6	82.5	85.7	84.7	87.7	86.8
Asian	91.7	91.5	92.4	92.2	93.1	92.9	93.8	93.6	94.5	94.3	95.2	95.0	95.8	95.8
Black	68.8	69.5	71.4	72.0	74.0	74.6	76.6	77.1	79.2	79.7	81.8	82.2	84.4	84.8
Hispanic	78.4	79.1	80.2	80.8	82.0	82.6	83.8	84.3	85.6	86.1	87.4	87.8	89.2	89.5
Two or More Races	83.5	83.3	84.9	84.7	86.2	86.1	87.6	87.5	89.0	88.9	90.4	90.3	91.8	91.7
White	89.5	89.2	90.4	90.1	91.2	91.0	92.1	91.9	93.0	92.8	93.9	93.7	94.8	94.6
Economically Disadvantaged	74.0	73.5	76.2	75.7	78.3	77.9	80.5	80.1	82.7	82.3	84.8	84.5	87.0	86.8
Limited English Proficient	68.5	52.2	71.1	56.2	73.8	60.2	76.4	64.2	79.0	68.1	81.6	72.1	84.2	76.1
Students With Disabilities	56.3	46.6	59.9	51.1	63.6	55.5	67.2	60.0	70.9	64.4	74.5	68.8	78.2	73.3

To ensure North Carolina is emphasizing the importance of achieving proficiency for all students, the State will monitor the progress yearly and if necessary, re-evaluate the targets.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Beginning with the 2012-13 school year, 120 Title I schools will comprise the State's list of "reward schools." Eighty-one (81) schools are identified as highest-performing and thirty-nine (39) schools are identified as high-progress.

Reward School Methodology

Reward Schools are identified as Title I schools with a poverty rate at or above 50% for the previous year with an average gap for the past 3 years between the highest and lowest performing subgroups below the state average gap of 38.7% for the past 3 years between the highest and the lowest performing subgroups <u>and</u>:

Schools make AYP in the previous year, and all subgroups with performance data, including "all students," are performing above the specific subgroup state performance when averaging R/M performance composite in the previous and the two prior years; and at the high school level, all subgroups also have a graduation rate above the specific subgroup state graduation rate when averaging the graduation rate in the previous and the two prior years.

or

Schools with a performance composite for the previous year equal to or above 60% that are among the highest 10% of schools when measuring the progress on the R/M performance composite score of "all students" between the previous year and R/M performance composite from two years ago; and at the high school level, are also among the highest 10% of schools when measuring the progress on the graduation rate of "all students" between the previous year and the graduation rate from two years ago.

NOTES AND DEFINITIONS

A. Making AYP (in 2010-11)
In NC, when a school makes AYP it means that the school makes AYP in the "all students" subgroup and in all other subgroups as well.

Note that the list of Reward Schools included in this request is based on data available in the 2010-11 school year including a measure for AYP. With approved waivers, beginning with 2012-13, this section will be revised as follows:

Meeting All AMOs (beginning in 2012-13)
In NC, when a school meets "all AMOs" it means that the school meets Annual Measurable Objectives in the "all students" subgroup and in all other subgroups. All subgroups must meet the 95% participation rate rule.

B. Absolute Performance
NC defines absolute performance as the average proficiency score R/M on reading and math state tests. The average is calculated with the proficiency score R/M in the previous and at least one of the two prior years. For all subgroups, including the "all students" subgroup, the average proficiency score R/M must be higher than the state average proficiency score R/M for the specific subgroup.

C. Lowest Within School Gaps
Any time the definition calls for identifying Title I schools that have the lowest within school gaps, NC selected Title I schools that have an average achievement gap between the highest-achieving subgroup and the lowest-achieving subgroup of less than the state average in the previous and at least one of the two prior years. The "all students" subgroup is not included in the gap analysis.

D. Progress in Improving Performance
NC determines the progress in performance by measuring the increase in proficiency scores R/M from three years ago to last year.

E. Progress in Increasing Graduation Rate
NC determines the progress in graduation rate by measuring the increase in graduation rate from three years ago to last year.

F. School Category by Grade (Note that "school category by grade" information is used only for descriptive purposes and does *not* contribute to the selection of schools.)

- Elementary school: School with the highest grade equal to or less than 06
- Middle school: School with the highest grade equal to 07 or 08
- High School: School graduating students or school with the highest grade equal to or greater than 09 (9-13).
- School graduating students is a school with 2010-11 Graduation Rate not empty and higher than 0.

G. Number of Years
When determining average performance/graduation rate and/or whether a school has gaps in proficiency score-R/M and/or graduation rate over a number of years, NC considers the last three years of data for a school. To be a candidate for a Reward School, schools must fall under the necessary criteria for the previous year, and one of the two prior years.

H. Proficiency Score – R/M
For the definition of Reward Schools, North Carolina creates a composite of English/language arts and mathematics assessments, to be known as the Proficiency Score – R/M.

I. Included All Schools

In the analysis to determine the Reward Schools, all active schools in North Carolina in 2011-12 were considered. This includes charter schools, alternative, and special schools. A school is considered active if its operational status is new or open in the Educational Directory and Demographical Information Exchange (EDDIE) system. There were 2,578 active schools in 2011-12.

J. Included Assessments

The assessments used to determine each school's Proficiency Score – R/M include the State's assessments in English/language arts and mathematics, and include the State's general assessments, alternate assessments based on alternate academic achievement standards, and alternate assessments based on modified academic achievement standards in those subjects. Specific assessments used include:

- End-of-Grade Reading, Grades 3-8
- End-of-Grade Math, Grades 3-8
- Grade 10 Math*
- Grade 10 English*

*For Grade 10 Math and English, banked student scores are used during the calculation. For mathematics, Algebra I scores of current 10th graders are used, including the scores of those 10th graders who have taken Algebra I prior to 10th grade (i.e., "banked" scores). For Grade 10 English, scores are based on students who are proficient in both English I and the Grade 10 writing assessment. NC used the English I scores of current 10th graders; including the "banked" English I scores of those 10th graders who have taken English I prior to 10th grade.

Note: In counting the total number of students who are proficient and the total number of students assessed, NC includes the number of proficient students with disabilities who have taken an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who have taken an alternate assessment. For this calculation, NC includes all schools, including alternative, charter and special schools.

K. Minimum Number of Students

For the proficiency score R/M to be considered, the "all students" subgroup must have a minimum of 10 assessments taken when adding reading and math denominators. All other subgroups must have a minimum of eighty (80) assessments taken when adding reading and math denominators. For the graduation rate to be considered, the "all students" subgroup must have a minimum of five (5) students in the graduation denominator. All other subgroups must have a minimum of forty (40) students in the graduation denominator.

L. Title I Schools

Any time the definition calls for identifying Title I schools, NC selects schools that are/were served with Title I funds in the 2010-11 and 2011-12 school years.

STEPS FOR DETERMINING THE REWARD SCHOOLS IN NORTH CAROLINA

A. Calculate the Proficiency Score-R/M

Step 1: Calculate the total number of proficient students in the "all students" group in English/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.

Step 2: Add the total number of proficient students in English/language arts and mathematics. **This is the Numerator.**

Step 3: Calculate the total number of students in the "all students" group in the school who have taken the State's English/language arts assessment and the total number of students in the "all students" group who have taken the State's mathematics assessment.

Step 4: Add the total number of students in the "all students" group in the school that have taken the State's English/language arts assessment and the total number of students in the "all students" group who have taken the State's mathematics assessment. **This is the Denominator.**

Step 5: Divide the numerator (step 2) by the denominator (step 4) and multiply by 100 to determine the percent proficient in English/language arts and mathematics in the school. This is called the proficiency score-R/M for a school. Calculate this for all schools.

Note: In counting the total number of students who are proficient and the total number of students assessed, include the number of proficient students with disabilities who have taken an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who have taken an alternate assessment. For this calculation, NC includes all schools, including alternative, charter and special schools.

B. Determine Title I Schools Eligible to be Considered a Reward School

Step 6: From the list of active schools mentioned in Note I, select all schools that are/were Title I schools in 2010-11 and 2011-12 school years and that have poverty percentage equal to or above 50%. (1,050 schools)

Step 7: Determine the average gap for the past three years between the highest and lowest performing subgroup for each school and for the state. Select schools from step 6 with an average gap below the 3-year state average gap of 38.7% to ensure that a school cannot be listed as a Reward School if significant achievement gaps exist. (863 schools)

C. Determine Highest Performing Schools

Step 8: Select schools from Step 7 that made AYP in Reading and Math in 2010-11. (196 schools)

Step 9: Determine the average performance for the past three year for each subgroup and for the state. Select schools from Step 8 with an average performance in each subgroup, including the "all students" subgroup, above the state average performance for each subgroup. (81 schools)

Step 10: Determine the average graduation rate for the past three year for each subgroup and for the state. Select high schools from step 8 with average graduation rate in each subgroup, including the "all students" subgroup, above the state average graduation rate for each subgroup. (3 schools)

Step 11: Create a list with elementary and middle schools from step 9 and high schools from both step 9 and step 10. These are the Highest Performing Schools. (81 schools)

D. Determine High Progress Schools

Step 12: From schools in step 7, remove any school with a performance composite below 60% in the most recent year for the "all students" subgroup. (Under the current North Carolina Accountability Model, a school is designated as a "priority school" if its performance composite is below 60% regardless of whether the school meets its growth expectation: If a school has a performance composite below 50% and it does not meet its growth expectation, it is labeled low-performing.) (727 schools)

Step 13: Determine the performance progress from three years ago to last year for each school for the "all student" subgroup. Using the schools selected in step 12, select all schools that make positive progress. Rank the schools from high to low performance progress. (529 schools)

Step 14: Select 10% from top to bottom of schools in step 13 based on performance progress. (53 schools. 34 Elementary, 7 Middle, 12 High)

Step 15: Determine the graduation progress from three years ago to last year for each school. Using the schools selected in step 12, select all schools that made positive progress. Rank the schools from high-to-low on graduation progress. (10 schools)

Step 16: Select 10% from top to bottom of schools in step 15 based on graduation progress. (1 school)

Step 17: Create a list with elementary and middle schools from step 14 and high schools from both step 14 and step 16. These are the High Progress Schools. (42 schools)

E. Compile the List of Reward Schools

Step 18: Create an unduplicated list of schools from schools identified in steps 11 and 17. These are the **Reward Schools** in NC for 2012-13 based on 2010-11 data. (81+42 = 123 – 3 duplicates = 120 schools)

F. Compile the List of Reward Schools Eligible to Apply for Reward School Funds

Step 19: Select the top 10% of schools from the Highest Performing Schools' list from step 11 based on Average Performance for all students. (8 schools)

Step 20: Select 10% of schools from the High Progress Schools' list from step 17 based on performance progress. (4 schools)

Step 21: Create an unduplicated list of schools from schools identified in steps 19 and 20. These are the schools eligible to apply for **Reward School Funds** in NC for 2012-13 based on 2010-11 data. (12 schools, no duplicates)

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Recognizing and Rewarding Schools

Beginning in the 2010-11 school year, NCDPI established the Title I Distinguished Schools Advisory Council (see Supplemental Attachment A) for the purpose of annually recognizing and rewarding Title I schools that are considered to have sustained the highest performance on student achievement over a number of years and schools that have made the most progress in improving student achievement over a number of years. The advisory council is comprised of diverse stakeholders including business and community leaders, family and child advocates, health and human services agencies, faith-based organizations, and school and district leadership representing schools that have been recognized as highest-achieving or highest-progress Title I schools. The goal of the council is to ensure that Reward Schools are sufficiently recognized so that other districts and schools may learn from evidence-based programs and practices contributing to high student achievement in the Reward Schools. NCDPI met with the Title I Distinguished Schools Advisory Council on December 15, 2011. Based on inputs from the Title I Distinguished Schools Advisory Council, the Title I Committee of Practitioners (COP), and other advisory groups, NCDPI developed the methodology and recognition for Reward Schools.

Schools are selected based on data analysis for the most current year and two previous years and are identified for each category in rank order on a statewide basis. The highest-achieving and highest-progress schools in the state are recognized in the following ways:

- Announcement letter of distinction/selection from the State Superintendent's Office;
- School information and replicable practices disseminated publicly in the Title I Distinguished Schools magazine (http://www.ncpublicschools.org/program-monitoring/distinguished/)
- Public recognition posted on the NCDPI website and disseminated through multiple listservs (e.g., Superintendents, principals, teachers, afterschool network partnership, etc.);
- Banners provided for each school for local public display;
- Media clip and photographs provided for use in each district;
- Recognition luncheon at the State Title I Conference in the fall of each year; and
- Priority provided to any selected schools to present at the State's annual Collaborative Conference for Student Achievement.

The top ten percent of Reward schools are invited to submit portfolios to identify the best practices contributing to the school's success. Portfolios are peer reviewed by members of the Title I Distinguished Schools Advisory Council and the COP and on-site visits conducted to determine one school for each category that will represent the State as Highest-Performing and Highest-Progress Title I Schools. The two schools selected through the peer review process also receive additional recognition and rewards:

- Presentation of $10,000 award at the State Title I Conference;
- Financial support for school teams to attend the National Title I Conference;
- Spotlight session to present best practices contributing to school success at the State's annual Collaborative Conference for Student Achievement; and
- Participation in the Title I Distinguished Schools Advisory Council for two years serving in chair positions during the second year.

In order to reduce the need for additional paperwork, schools identified as the top ten percent of all Reward Schools will include plans for mini-grants in the portfolio to receive funds reserved under section 1117(b). The mini-grants will support school efforts to expand and strengthen existing instructional practices and to develop demonstration classrooms in order to spotlight best practices for other teachers across the state. Demonstration classrooms in Reward Schools will provide teachers across the state with an opportunity to visit classrooms implementing appropriate, evidence-based instructional practices.

Mini-grant funds available to these Reward Schools can be utilized to support:

- High quality instruction
- Training and ongoing technical assistance to teachers, special service providers, and administrators to prepare them to implement evidence based practices
- On site guided observations, which include:
    - A pre-observation meeting to determine observer needs
    - A guided observation of research-based teaching practices and;
    - A meeting with observers following the observation to discuss what they have seen and how they might implement observed practices in their own settings.
- Linkages with Institutes of Higher Education as partners to maintain current knowledge of research and application of research.
- Family and school partnerships to promote shared decision making, two-way communications, and family participation in planning for the student's overall development and learning.

The list of Reward Schools will be developed on an annual basis. With funds reserved under section 1117(b), NC anticipates making approximately $350,000 available for the mini-grant program each year for the top 10% of the Reward Schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also

demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Beginning with the 2012-13 school year, seventy-seven (77) schools will comprise the State's list of "priority schools." In addition to forty (40) schools implementing a school intervention model under the School Improvement Grant (SIG) program, North Carolina has identified thirty-seven (37) schools as being among the lowest-performing schools in the State according to the following Priority School Methodology. Note that all of the following definitions are aligned to federally approved definitions for consistently lowest achieving schools.

Priority School Methodology
Title I schools with "proficiency score-R/M" below 50% in the previous year and one of the two prior years
+
Title I participating or eligible (non-participating) high schools with graduation rate below 60% in previous year and one of the two prior years
+
SIG Schools

NOTES AND DEFINITIONS

A. Lack of Progress
NC is defining lack of progress as a school that 1) had a proficiency score-R/M below 50% in the previous year, AND who 2) had a proficiency score-R/M below 50% in one of the two prior years for the "all students" subgroup. (e.g., less than 50% in 2010-11 and less than 50% in either 2009-10 or 2008-09).

B. Graduation Rate Lower Than 60% Over A Number Of Years
A school that 1) had a graduation rate of less than 60% in the previous year AND who had a graduation rate less than 60% in one of the prior two years for the "all students" subgroup. (e.g., less than 60% in 2010-11 and less than 60% in either 2009-10 or 2008-09).

C. High Schools
A high school is any school that:

- graduates students, or
- has any of the following grades: 9-13

D. Number of Years
When determining whether a school has made progress or increased its proficiency score-R/M and/or graduation rate over a number of years, NC considers the last three years of data for a school. To be identified as making lack of progress, schools must fall under the necessary criteria for the previous year, and one of the two prior years.

E. Proficiency Score – R/M
For the definition of Priority Schools, North Carolina created a composite of English/language arts and mathematics assessments, to be known as the Proficiency Score – R/M.

F. Included All Active Schools
In the analysis to determine the Priority Schools, all active schools in North Carolina in 2011-12 were considered. This includes charter schools, alternative, and special schools. A school is considered active if its operational status is new or open in the Educational Directory and Demographical Information Exchange (EDDIE) system. There were 2,578 active schools in the 2011-12 school year.

G. Included Assessments
The assessments used in determining each school's Proficiency Score – R/M include the State's assessments in English/language arts and mathematics, and they include the State's general assessments, alternate assessments based on alternate academic achievement standards, and alternate assessments based on modified academic achievement standards in those subjects.

Specific assessments used include:

- End-of-Grade Reading, Grades 3-8
- End-of-Grade Math, Grades 3-8
- Grade 10 Math*
- Grade 10 English*

*For Grade 10 Math and English, banked student scores are used during the calculation. For mathematics, Algebra I scores of current 10th graders are used, including the scores of those 10th graders who have taken Algebra I prior to 10th grade (i.e., "banked" scores). For Grade 10 English, scores are based on students who are proficient in both English I and the Grade 10 Writing Assessment. NC used the English I scores of current 10th graders; including the "banked" English I scores of those 10th graders who have taken English I prior to 10th grade.

Note: In counting the total number of students who are proficient and the total number of students assessed, include the number of proficient students with disabilities who have taken an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who have taken an alternate assessment. For this calculation, NC included all schools, including alternative, charter and special schools.

H. Minimum Number of Students
For the proficiency score-R/M to be considered the subgroup must have a minimum of 80 assessments taken when adding reading and math denominators. For the graduation rate to be considered the subgroup must have a minimum of 40 students in the graduation denominator.

I. Among the Lowest 5%
Any time the definition calls for identifying Title I schools among the lowest 5% of all Title I schools, NC selected Title I schools among the lowest 5% of all Title I schools in the 2010-11 school year, which was a total of 1,296. 5% is 65 schools.

J. Title I Schools
Any time the definition calls for identifying Title I schools, NC selected schools that were served with Title I funds in the 2010-11 and 2011-12 school years. Any time the definition calls for identifying Title I eligible but not served schools, NC selected schools that were eligible but not served in 2010-11, regardless of the Title I status in 2011-12.

STEPS FOR DETERMINING THE PRIORITY SCHOOLS IN NORTH CAROLINA

A. Calculate the Proficiency Score-R/M

Step 1: Calculate the total number of proficient students in the "all students" group in English/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.

Step 2: Add the total number of proficient students in English/language arts and mathematics. **This is the Numerator.**

Step 3: Calculate the total number of students in the "all students" group in the school who have taken the State's English/language arts assessment and the total number of students in the "all students" group who have taken the State's mathematics assessment.

Step 4: Add the total number of students in the "all students" group in the school who have taken the State's English/language arts assessment and the total number of students in the "all students" group who have taken the State's mathematics assessment. **This is the Denominator.**

Step 5: Divide the numerator (step 2) by the denominator (step 4) and multiply by 100 to determine the percent proficient in English/language arts and mathematics in the school. This is called the proficiency score-R/M for a school. Calculate this for all schools.

B. Determine Title I Schools Among the Lowest 5% of all Title I Schools

Step 6: From the list of active schools mentioned in Note F, select all schools that are Title I schools in 2010-11 and 2011-12. (1230 schools)

Step 7: Select the schools from Step 6 who have demonstrated a "lack of progress" in performance (i.e., those that have a proficiency score-R/M of less than 50% for the previous year and at least one of the two prior years). (35 schools)

Step 8: Rank the list of schools from Step 7 from lowest to highest using the proficiency score-R/M for the most recent year. (35 schools)

Step 9: From the schools selected in Step 8, choose the top 65 schools where 65 is the 5% of the number of Title I schools in 2010-11 mentioned in Note I. (35 schools)

C. Determine the Title I Served High Schools with Graduation Rates Less than 60%

Step 10: Using the schools selected in Step 6, identify all Title I high schools with a graduation rate less than 60% for the most recent year, and less than 60% at least one of the two previous years. (For example, in 2010-11 X school had a graduation rate of 50%. In 2009-10, the graduation rate was 65%, and in 2008-09, the graduation rate was 59%). (9 schools)

D. Determine the High Schools Eligible for but Not Receiving Title I Funds with Graduation Rates Less than 60%

Step 11: From the list of active schools mentioned in Note F identify all high schools that are eligible for but do not receive Title I funds. (366 schools)

Step 12: Using the schools selected in Step 11, identify all high schools with a graduation rate less than 60% for the most recent year, and less than 60% at least one of the two previous years. (For example, in 2010-11 X school had a graduation rate of 50%. In 2009-10, the graduation rate was 65%, and in 2008-09, the graduation rate was 59%). (14 schools)

E. Determine the Schools Implementing a SIG Model for 2010-11 and 2011-12.

Step 13: Identify the schools implementing a SIG model for 2010-11 and 2011-12 (41 schools. 40 active in 2011-12)

F. Compile the List of Priority Schools

Step 14: Create an unduplicated list of the schools identified in steps 9, 10, 12, and 13. These are the **Priority Schools** in NC for 2012-13 based on 2010-11 data. (77 schools)

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Interventions for Priority Schools

Priority Schools must choose one of two options: 1) to implement one of the four SIG models; or 2) to implement meaningful interventions that align to all turnaround principles and are selected with teacher, family and community involvement. Local education agencies (LEAs) that choose to implement a SIG model must adhere to SIG final requirements. LEAs that choose to implement interventions aligned to all turnaround principles must describe how the district will:

- Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;

- Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- Provide ongoing mechanisms for family and community engagement.

To assist LEAs and schools with selection of intervention s that are aligned with turnaround principles, all LEAs with Priority Schools will employ the use of data within the NC Indistar® Tool in order to demonstrate that interventions are aligned to all turnaround principles, inform professional development decisions, and address the specific needs of each Priority School. Indistar® is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities. The system was created by the Center on Innovation and Improvement (CII), a national content center supported by the U.S. Department of Education's Office of Elementary and Secondary Education. In collaboration with CII, NC customized Indistar® to create the NC Indistar® Tool.

The NC Indistar® Tool will guide district and school staff through an assessment of the school's status on specific indicators for implementing interventions that align to each turnaround principle. Additionally, engagement in this process will require the team to analyze four measures of data – student achievement data, process data, perception data, and demographic data. The data analysis must include a trend analysis over a number of years and will be used to inform decisions made at the local/school level regarding professional development, classroom instruction, and efforts toward the provision of additional time for collaboration among teachers. All professional development must be aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. The district plan, which should involve input from the school improvement team (SIT), the professional learning community (PLC) or some other group of teacher leaders, must address how interventions will be aligned to all turnaround principles.

Each LEA with an identified Priority School must establish a School Implementation Team with a designated coordinator for each Priority School. If the LEA chooses to utilize an external provider, the LEA must also develop transparent selection criteria for providers. The implementation team will utilize the NC Indistar® Tool to facilitate the continuous improvement process through initial needs assessment related to specific indicators of effective practice; the creation of implementation plans to fully implement indicators of effective practice; and the self-monitoring of progress toward full implementation of the SIG model or interventions fully aligned to turnaround principles.

NCDPI will monitor and evaluate the implementation of the interventions for each of these schools through the use of the NC Indistar® Tool. In addition to utilizing the online tool, NCDPI will conduct on-site reviews for gathering qualitative data through surveys, interviews, focus groups, and classroom observations.

Implementation of SIG intervention models as well as interventions aligned to turnaround principles will be implemented over a three-year period. Interventions aligned to turnaround principles are provided in **Supplemental Attachment F** through use of the Indistar® Tool.

In order to receive Title I funds from the State, LEAs and public charter schools must complete an application for funding on NC's Comprehensive Continuous Improvement Plan (CCIP), a web-based grants management system. Beginning in 2012-13, CCIP will include a component for schools identified as Priority Schools. SEA staff will review plans for Priority Schools submitted on CCIP to ensure that interventions are aligned to identified needs in the needs assessment of the school and that proposed interventions are designed to meet all turnaround principles. Additionally the LEA must include a description of how those needs will be met in a timely and effective manner.

As described in 2.F on page 101, if a Priority School is not meeting AMOs for students with disabilities, English learners, as well as other under-performing student subgroups, information is shared at the Regional Roundtables with NCDPI staff that advocate on behalf of these special student populations. This information, paired with data gathered through progress monitoring that occurs throughout the year, is utilized to monitor the progress of individual schools. For schools not making adequate progress, NCDPI will provide additional oversight relative to interventions implements, use of funds, and coordination of programs. Additionally, NCDPI will consider reallocation of SEA resources as needed. This cross-divisional communication about Priority Schools (1) provides feedback on the outcomes of SEA initiatives and LEA interventions that have been implemented targeting a specific at-risk student population; and (2) ensures that appropriate resources are targeted to meet the needs of specific subgroups within each district and school in the state.

SIG Schools

LEAs with SIG schools must continue to fully implement the intervention model approved in the LEA SIG application – turnaround, transformation, restart, or closure. NC monitors and evaluates the implementation of the selected intervention model for each school through the use of the NC Indistar® Tool. In addition to utilizing the online tool, NCDPI will continue to include on-site reviews for gathering qualitative data through surveys, interviews, focus groups, and classroom observations.

RttT Schools

Schools identified as among the state's lowest-performing schools under Race to the Top (RttT) must continue to fully implement the USED intervention model defined in the district's Detailed Scope of Work. The school must also participate in a Comprehensive Needs Assessment provided by NCDPI if one has not yet been conducted, and use data generated from that assessment to develop and refine its RttT implementation plan. The school must participate in professional development provided by NCDPI, and interact with coaches for customized support provided by NCDPI. For RttT schools, coach reports are submitted electronically in SharePoint on a weekly basis while longitudinal progress reports are to be updated in SharePoint on a quarterly basis at a minimum. SharePoint is a collaborative software product utilized by NCDPI to share information, manage documents, and publish reports.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Timeline to Ensure Implementation of Interventions

LEAs with Priority Schools must implement meaningful interventions aligned with turnaround principles beginning in 2012-13 and continue to assess progress of systemic change in Priority schools by the end of the 2014-15 school year. To ensure that implementation of interventions begins in the first year, NCDPI will establish reporting dates for electronic updates of progress with its planned interventions through use of the online tools. These electronic progress reporting dates occur twice a year with an Annual/Final Report due in June. The initial assessment of Implementation Indicators by the LEA helps align the needs with the strategies and interventions in the plan and their intended outcomes.

When the Implementation Indicators Progress Report is submitted, the system will automatically generate a snapshot of the ongoing Comprehensive Plan and Summary Report. The Comprehensive Plan and Summary Report show the work of the School Implementation Team, including progress in assessing, planning, and implementing the interventions. NCDPI then reviews the submitted reports, and provides reviewer comments within the system, via email, or as a part of a follow-up monitoring and support visit on-site.

Reporting dates for all three years of implementation for Priority Schools are:

- November 1, 2012 – Implementation Indicators Progress Report
- March 1, 2013 - Implementation Indicators Progress Report
- June 7, 2013 – Interventions Annual Report
- November 1, 2013 - Implementation Indicators Progress Report
- March 3, 2014 - Implementation Indicators Progress Report
- June 6, 2014 – Interventions Annual Report
- November 3, 2014 - Implementation Indicators Progress Report
- March 2, 2015 - Implementation Indicators Progress Report
- June 5, 2015 – Interventions Annual Report

As described in section 2.G on page 105, all LEAs with Priority Schools will be monitored through on-site and desk reviews a minimum of once per year beginning with the 2012-13 school year. SEA monitoring and support staff will meet quarterly to discuss individual school progress on leading indicators and locally identified goals and objectives. Schools are rated on the progress toward the indicators and goals and provided with additional on-site reviews and intensive support as needed. The goal of monitoring and technical assistance will be to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA support.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Exiting Priority School Status

In addition to meetings conducted with the Title I Committee of Practitioners (COP), NCDPI met with its SIG Advisory Council on January 11, 2012. The council consists of local SIG coordinators, school principals, and central office staff. Based on inputs from the SIG Advisory Council, the COP, and other advisory groups, it was determined that NCDPI will maintain the list of Priority Schools for a three-year period. Maintaining Priority status for the full three-year period will ensure 1) sufficient time for the LEA to fully implement interventions aligned to turnaround principles; 2) sufficient SEA support for sustaining efforts of SIG models when SIG funds are no longer available; and 3) sufficient time for the State to monitor and support the implementation of interventions to increase the likelihood that interventions result in sustained student achievement for all student subgroups. At the end of the three-year cycle, a new list of Priority Schools will be developed.

As the State transitions to new assessments, lack of progress will be defined as a minimum proficiency standard/graduation rate based on a review of statewide results.

In order to exit Priority status, Priority Schools must demonstrate sufficient progress based on the following criteria:

- Make progress toward meeting proficiency standards by meeting a minimum proficiency standard/graduation rate of 60%;
- Make progress toward meeting "all AMOs" defined as meeting at least 90% of the achievement Annual Measurable Objectives in the "all students" subgroup (including the other academic indicator) and the AMOs in all other subgroups; and
- Meet the 95% participation rate rule for all subgroups.

Priority Schools that do not demonstrate sufficient progress will remain on the Priority School list for another cycle.

After the State transitions to new assessments in the 2012-13 school year, the State will conduct analyses of the assessment scores in reading, English/language arts and science in order to establish a minimum threshold that links/equates to the current expectation of a minimum standard of 60% proficiency. The expectation is that the new assessments will have more rigorous performance standards than the current assessments.

Priority Schools also will be subject to the same escalating consequences described on pages 51-52 if they fail to achieve 95% participation for any subgroup. These consequences will be implemented with the new accountability model starting in the 2012-13 school year.

For schools that do not demonstrate progress and continue to be identified as Priority Schools according to the applied methodology, NCDPI may provide school improvement services directly or arrange for their provision through other entities such as school support teams or educational service agencies. This option may be particularly useful if an LEA lacks the capacity to implement the required turnaround principles. Additionally, LEA funds may be coordinated with oversight from the SEA to ensure that the implementation of the required turnaround principles occurs in a manner that encourages rapid student achievement. SEA efforts toward both monitoring and support will be increased to provide monthly guidance to the LEA/Priority School.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Focus School Methodology

Title I schools with in-school gaps in achievement that are above 3-year state average (38.7%) when averaging gaps in the previous year and at least one of the two prior years between the highest-achieving subgroup and lowest-achieving subgroup.
+
Title I schools with "proficiency score-R/M" with a subgroup with a proficiency score below 50% in the previous year and one of the two prior years.

The number of Focus Schools will be equal to 10% of the number of schools in Title I School Improvement in 2010-11, i.e., 130 schools.

If the number of schools from the gap analysis is higher than 130, the list will include the top 130 schools ranking from high to low the proficiency gap in the previous year. Otherwise, the list will include all schools from the gap analysis plus as many as needed to reach 130 from the proficiency analysis ranking from low to high the lowest proficiency subgroup in the previous year.

NOTES AND DEFINITIONS

A. Contributing to Achievement Gaps in the State
NC is defining contributing to the achievement gap in the State as a school that has an in-school achievement gap between its highest-achieving subgroup and its lowest-achieving subgroup that is above the 3-year state average (e.g., above 38.7% for 2010-11, 2009-10 and 2008-09). The "all students" subgroup is not included in the gap analysis.

B. Subgroup Lack of Progress
NC is defining "lack of progress" as a school that has a subgroup or subgroups that 1) had a proficiency score-R/M below 50% in the previous year, AND who 2) had a proficiency score-R/M below 50% in one of the two prior years (e.g., less than 50% in 2010-11 and less than 50% in either 2009-10 or 2008-09). The "all students" subgroup is not included in the lack of progress analysis. The subgroup or subgroups can be different across years.

C. High Schools
A high school is any school that:

- graduates students, or
- has any of the following grades: 9-13

D. Number of Years
When determining whether a school has gaps in proficiency score-R/M and/or graduation rate over a number of years, NC considers the last three years of data for a school. For example, schools identified as having a lack of progress must fall under the necessary criteria for the previous year, and at least one of the two prior years.

E. Proficiency Score – R/M
For the definition of Focus Schools, North Carolina created a composite of English/language arts and mathematics assessments, to be known as the Proficiency Score – R/M.

F. Included All Schools
In the analysis to determine the Focus Schools, all active schools in North Carolina in 2011-12 were considered. This includes charter schools, alternative, and special schools. A school is considered active if its operational status is new or open in the Educational Directory and Demographical Information Exchange (EDDIE) system. There were 2,578 active schools in 2011-12.

G. Included Assessments
The assessments used in determining each school's Proficiency Score – R/M include the State's assessments in English/language arts and mathematics, and they include the State's general assessments, alternate assessments based on alternate academic achievement standards, and alternate assessments based on modified academic achievement standards in those subjects. Specific assessments used include:

- End-of-Grade Reading, Grades 3-8
- End-of-Grade Math, Grades 3-8
- Grade 10 Math*
- Grade 10 English*

*For Grade 10 Math and English, banked student scores are used during the calculation. For mathematics, Algebra I scores of current 10th graders are used, including the scores of those 10th graders who have taken Algebra I prior to 10th grade (i.e., "banked" scores). For Grade 10 English, scores are based on students who are proficient in both English I and the Grade 10 Writing Assessment. NC used the English I scores of current 10th graders; including the "banked" English I scores of those 10th graders who have taken English I prior to 10th grade. Note: In counting the total number of students who are proficient and the total number of students assessed, include the number of proficient students with disabilities who have taken an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who have taken an alternate assessment. For this calculation, NC included all schools, including alternative, charter and special schools.

H. Minimum Number of Students
For the proficiency score R/M to be considered, the subgroup must have a minimum of 80 assessments taken when adding reading and math denominators. For the graduation rate to be considered, the subgroup must have a minimum of 40 students in the graduation denominator. Additionally, if the graduation numerator is zero for "all students," the graduation rate is set to null for all subgroups, including the "all students" subgroup, regardless of the value of the graduation denominator.

I. Largest Within School Gaps
Any time the definition calls for identifying Title I schools that have the largest within school gaps, NC selected Title I schools that had an average achievement gap between the highest-achieving subgroup and the lowest-achieving subgroup of more than the 3-year state average in the previous and at least one of the two prior years.

J. Total Number of Focus Schools
Any time the definition calls for identifying a total number of Focus Schools in a State, NC selected a number of Title I schools equal to at least 10 percent of all Title I schools in 2010-11, which was a total of 1,296. 10% is 130 schools.

K. Title I Schools
Any time the definition calls for identifying Title I schools, NC selected schools that were served with Title I funds in 2010-11 and 2011-12.

STEPS FOR DETERMINING THE FOCUS SCHOOLS IN NORTH CAROLINA

A. Calculate the Proficiency Score-R/M

Step 1: Calculate the total number of proficient students in the "all students" group in English/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.

Step 2: Add the total number of proficient students in English/language arts and mathematics. **This is the Numerator.**

Step 3: Calculate the total number of students in the "all students" group in the school who have taken the State's English/language arts assessment and the total number of students in the "all students" group who have taken the State's mathematics assessment.

Step 4: Add the total number of students in the "all students" group in the school who have taken the State's English/language arts assessment and the total number of students in the "all students" group who have taken the State's mathematics assessment. **This is the Denominator.**

Step 5: Divide the numerator (step 2) by the denominator (step 4) and multiply by 100 to determine the percent proficient in English/language arts and mathematics in the school. This is called the proficiency score-R/M for a school. Calculate this for all schools.

Note: In counting the total number of students who are proficient and the total number of students assessed, include the number of proficient students with disabilities who have taken an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who have taken an alternate assessment. For this calculation, NC included all schools, including alternative, charter and special schools.

B. Determine Title I Schools with Average Achievement Gap above the 3-year State Average Gap

Step 6: From the list of active schools mentioned in Note F, select all schools that are Title I schools. (1,230 schools)

Step 7: Using the schools selected in step 6, calculate the average achievement gap for the past three years for those schools with achievement gap data in the previous and at least one of the two prior years. (1,114 schools)

Step 8: Select schools from step 7 with an average achievement gap above the 3-year state average for the previous year (38.7% for 2010-11). (110 schools)

Step 9: From schools identified in step 8, remove schools previously identified as Priority Schools. (109 schools)

C. Determine Title I Schools with Subgroups with Proficiency less than 50%

Step 10: Select schools from step 6 who have demonstrated a subgroup "lack of progress" in performance (i.e. those that have any subgroup with proficiency score-R/M of less than 50% for the previous year and at least one of the two prior years). (245 schools)

Step 11: From schools identified in step 10, remove schools previously identified as Priority Schools. (217 schools)

Step 12: From the list of schools from step 11, remove schools previously identified in step 9. (131 schools)

Step 13: Rank the list of schools from step 12, from lowest to highest using the subgroup with lowest proficiency score- R/M for the most recent year. (131 schools)

Step 14: From the list of schools from step 13, select from top to bottom as many schools as needed to reach 10% of Title I Schools, i.e., 10% minus the # of schools from step 9. (21 schools)

D. Compile the List of Focus Schools

Step 15: Create an unduplicated list of the schools identified in steps 9 and 14. This is the list of **Focus Schools**. (109+21=130 schools)

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Process and Timeline for Implementation of Interventions for Focus Schools

Beginning with the 2012-13 school year, LEAs with one or more schools identified as the State's focus schools will revise the Title I school plan to describe the interventions that will be implemented to improve the performance of student subgroups who are furthest behind. These interventions must be based on the academic and non-academic needs of the student subgroups. Rather than focusing on implementing a "program," districts must ensure that schools implement interventions that reflect evidence-based best practices aligned to overall school improvement efforts within the Title I school program. The Title I school plan must describe the results of the school needs assessment. The comprehensive school plan must also identify how the following will be addressed:

- Interventions are aligned to the school needs assessment that demonstrate the most likelihood for increasing the academic performance for under-performing student subgroups;
- Interventions are supported through school processes such as increased learning time and time for teacher planning;
- Interventions are supported through effective teacher instruction;
- Interventions are supported with high-quality job-embedded professional development for instructional staff;
- Interventions are monitored through the use of academic assessments with teacher input; and
- Interventions are planned to ensure family and community engagement and support.

Districts may choose to implement school choice options or before- and after-school tutoring services as well as other interventions in its focus schools. Example interventions may include:

- Expand learning time in coordination with community and business partnerships (e.g., 21st Century Community Learning Center programs, Supplemental Educational Services (SES) providers, etc.);
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make progress;
- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students;
- Extend the length of the school year or school day;
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen planning processes; and (2) how to address the specific issues underlying the school's continued inability to make progress;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA;
- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);

- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);
- Dissolve the school and assign students to other schools in the district;
- Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together; or
- Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.

Although the administration of SES under provisions of Section 1116 of ESEA will no longer be required, LEAs and charter schools may choose to offer tutoring services with State-approved SES providers. Through a renewal process, the SEA will maintain the current list of State-approved SES providers through 2014-15. Additionally, NC will monitor and evaluate State-approved SES providers as outlined in its State Board Policy.

Interventions selected for each Focus School must be clearly addressed in revised school improvement plans and aligned to the identified needs of the school. Interventions must include strategies to address the needs of all children particularly the lowest achieving and how those needs will be met in a timely and effective manner. School plans must be revised and approved by the LEA prior to November 1, 2012, so that schools begin implementing some of the interventions during the 2012-13 school year.

As described in section 2.D.iii on page 75, in order to receive Title I funds from the State, LEAs and public charter schools must complete an application for funding on NC's Comprehensive Continuous Improvement Plan (CCIP), a web-based grants management system. In CCIP, LEAs and charter schools must describe the results of a comprehensive needs assessment and identify goals and strategies that are most likely to increase the academic performance of all student subgroups and close achievement gaps. Beginning in 2012-13, CCIP will include a component for schools identified as Focus Schools. SEA staff will review plans for Focus Schools submitted on CCIP to ensure that under-performing subgroups are addressed in the needs assessment and that proposed interventions are designed to meet the needs of all subgroups.

As described in section 2.F on page 101, SEA staff will monitor the implementation of interventions in Focus Schools by conducting on-site Program Quality Reviews. As described in section 2.G, districts with identified Focus Schools will also be given priority for additional on-site monitoring as part of the SEA three-year cross-program monitoring plan. Annually the SEA will monitor the progress of each Focus School in terms of meeting AMOs for subgroups identified as low-achieving. As described in 2.F, if a Focus School is not meeting AMOs for students with disabilities or English learners, information is shared at Regional Roundtables with NCDPI staff that advocate on behalf of these student populations. This cross-divisional communication about Focus Schools (1) provides feedback on the outcomes of SEA initiatives and LEA interventions that have been implemented targeting a specific at-risk student population; and (2) ensures that appropriate resources are targeted to meet the needs of specific subgroups within each district and school in the state. The goal of monitoring and technical assistance will be to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA support.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Exiting Focus School Status

Based on inputs from various stakeholder consultations including the State's COP, NCDPI will maintain the list of Focus Schools for a three-year period. Maintaining focus status for the full three-year period will ensure 1) sufficient time for the LEA to fully implement interventions, and 2) sufficient time for the State to monitor and support the implementation of interventions to increase the likelihood that interventions result in sustained student achievement for all student subgroups. Schools will exit focus status when, three years from initial identification, a new list of Focus Schools is developed and the applied methodology no longer results in the school's designation as a Focus School.

In order to exit Focus School status, Focus Schools must demonstrate sufficient progress based on the following criteria:

- Meet a minimum proficiency standard/graduation rate of 60%;
- Make progress on closing significant achievement gaps between subgroups by demonstrating no subgroup gaps greater than the state three-year average;
- Make progress toward meeting "all AMOs" defined as meeting at least 90% of the achievement Annual Measurable Objectives in the "all students" subgroup (including the other academic indicator) and the AMOs in all other subgroups; and
- Meet the 95% participation rate rule for all subgroups.

As described in section 2.D.v on page 78, after the State transitions to new assessments in the 2012-13 school year, the State will conduct analyses of the assessment scores in reading, English/language arts and science in order to establish a minimum threshold that links/equates to the current expectation of a minimum standard of 60% proficiency. The expectation is that the new assessments will have more rigorous performance standards than the current assessments.

Focus Schools will also be subject to the same escalating consequences described on pages 51-52 if they fail to achieve 95% participation for any subgroup. These consequences will be implemented with the new accountability model starting in the 2012-13 school year.

LEAs with identified schools that do not exit this status must establish a School Implementation Team with a designated coordinator for each Focus School. If the LEA chooses to utilize an external provider, the LEA must also develop transparent selection criteria for providers. The implementation team will utilize the NC Indistar® Tool to facilitate the continuous improvement process through initial needs assessment related to specific indicators of effective practice; the creation of implementation plans to fully implement indicators of effective practice; and the self-monitoring of progress toward full implementation of interventions designed to support the low-performing subgroup(s).

NCDPI will monitor and evaluate the implementation of the interventions for each of these schools through the use of the NC Indistar® Tool. In addition to utilizing the online tool, NCDPI will conduct on-site reviews for gathering qualitative data through surveys, interviews,

focus groups, and classroom observations. LEA funds may be coordinated with oversight from the NCDPI to ensure that the implementation of interventions occurs in a manner that encourages rapid student achievement.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Alamance-Burlington Schools	Broadview Middle	370003000196			G
Alamance-Burlington Schools	Graham Middle	370003000010			F
Alamance-Burlington Schools	Turrentine Middle	370003000206			F
Alexander County Schools	Ellendale Elementary	370009000032	A		
Alleghany County Schools	Piney Creek Elementary	370012000039	A		
Anson County Schools	Anson Academy	370018002367		D-2	
Anson County Schools	Anson High School	370018002054		E	
Anson County Schools	Wadesboro Primary	370018000044	B		
Anson County Schools	Morven Elementary	370018000046		E	
Anson County Schools	Wadesboro Elementary	370018000050			G
Ashe County Schools	Mountain View Elementary	370021002284	A		
Avery County Schools	Cranberry Middle	370030001723	A		
Crossnore Academy	Crossnore Academy	370007702427		D-1	
Beaufort County Schools	Chocowinity Primary	370033002106	A		
Beaufort County Schools	John Small Elementary	370033001924			F
Bertie County Schools	Bertie Middle	370036002818			F
Bladen County Schools	Elizabethtown Middle	370039002618			G
Brunswick County Schools	Brunswick County Academy	370042000980		E	
Brunswick County Schools	Lincoln Elementary	370042000124	B		
Brunswick County Schools	South Brunswick Middle	370042002152			F
Brunswick County Schools	Town Creek Elementary	370042003134	A		
Brunswick County Schools	Union Elementary	370042000130	A		
Brunswick County Schools	Waccamaw	370042000131	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Buncombe County Schools	Community High School	370045002203		E	
Buncombe County Schools	Avery's Creek Elementary	370045001781			F
Buncombe County Schools	Estes Elementary	370045002063			F
Buncombe County Schools	West Buncombe Elementary	370045000169			F
Asheville City Schools	Claxton Elementary	370027000072			F
Asheville City Schools	Ira B Jones Elementary	370027000076			F
Burke County Schools	Hallyburton Academy	370048001005		E	
Burke County Schools	Icard Elementary	370048000184	A		
Burke County Schools	Oak Hill Elementary	370048000188	A		
Burke County Schools	Rutherford College Elem	370048000190	A		
Burke County Schools	W A Young Elementary	370048002432	A		
Cabarrus County Schools	Weddington Hills Elementary	370053001818			F
Cabarrus County Schools	Winecoff Elementary	370053000219			F
Cabarrus County Schools	Wolf Meadow Elementary	370053000220			F
Caldwell County Schools	Baton Elementary	370058000221	A		
Caldwell County Schools	Collettsville School	370058000222	A		
Caldwell County Schools	Happy Valley Elementary	370058000230	B		
Caldwell County Schools	Kings Creek Elementary	370058000234	A		
Caldwell County Schools	William Lenoir Middle	370058000244	A		
Caldwell County Schools	Valmead Elementary	370058000240	A		
Catawba County Schools	Banoak Elementary	370069000275	A		
Hickory City Schools	Northview Middle	370219000940			F
Hickory City Schools	Hickory Career & Arts Magnet HS	370219002108		D-1	
Hickory City Schools	Viewmont Elementary	370219000950	A		
Chatham County Schools	SAGE Academy	370075002079		D-2	
Chatham County Schools	Chatham Middle	370075000307			F
Cherokee County Schools	Martins Creek Elementary/Mid	370078000321	A		
Cherokee County Schools	Mountain Youth School	370078002082		D-2	

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Edenton-Chowan Schools	D F Walker Elementary	370084000328			F
Cleveland County Schools	East Elementary	370090002709	A		
Cleveland County Schools	Fallston Elementary	370090000344	A		
Cleveland County Schools	Grover Elementary	370090002711	A		
Cleveland County Schools	Marion Elementary	370090002717			F
Cleveland County Schools	North Elementary	370090002718	A		
Cleveland County Schools	Washington Elementary	370090000350	A		
Columbus County Schools	Boys and Girls Homes	370096000359		C	
Columbus County Schools	Chadbourn Middle	370096000361	B		
Columbus County Schools	Evergreen Elementary	370096000363	B		
Whiteville City Schools	Central Middle	370492001967			F
Whiteville City Schools	Edgewood Elementary	370492001968			F
Whiteville City Schools	North Whiteville Academy	370492002510		D-1	
Craven County Schools	Graham A Barden Elementary	370331000382	A		
Craven County Schools	James W Smith Elementary	370331002211			F
Craven County Schools	Trent Park Elementary	370331002179	B		
Craven County Schools	Arthur W Edwards Elementary	370331002181	A		
Cumberland County Schools	Elizabeth M Cashwell Elem	370001100403			F
Cumberland County Schools	Cumberland Road Elementary	370001100411	B		
Cumberland County Schools	Ferguson-Easley Elementary	370001102125	B		
Cumberland County Schools	William H Owen Elementary	370001100447	B		
Cumberland County Schools	Pauline Jones Elementary	370001102131	A		
Cumberland County Schools	J W Seabrook Elementary	370001100431	B		
Cumberland County Schools	Walker-Spivey	370001102136		E	
Cumberland County Schools	Westover High	370001100445		E	
Cumberland County Schools	Alger B Wilkins Elementary	370001100446	B		
Cumberland County Schools	William T Brown Elementary	370001101097	B		
Currituck County Schools	Jarvisburg Elementary	370108003039	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Dare County Schools	Dare County Alternative	370111002093		D-2	
Davidson County Schools	Davidson County Ext Day	370114000462		D-2	
Davidson County Schools	Pilot Elementary	370114000477	A		
Davie County Schools	Cornatzer Elementary	370117002516	A		
Davie County Schools	Mocksville Elementary	370117000487	A		
Durham Public Schools	Chewning Middle	370126000531		C	
Durham Public Schools	Eno Valley Elementary	370126000532			G
Durham Public Schools	Club Boulevard Elementary	370126000334			F
Durham Public Schools	Creekside Elementary	370126002727			F
Durham Public Schools	Glenn Elementary	370126000534		C	
Durham Public Schools	Durham's Performance Learning Center	370126003085		D-2	
Durham Public Schools	Hillside High	370126000385		E	
Durham Public Schools	Hope Valley Elementary	370126002442			F
Durham Public Schools	Forest View Elementary	370126000537			F
Durham Public Schools	Merrick-Moore Elementary	370126000543			G
Durham Public Schools	Neal Middle	370126000544			G
Durham Public Schools	Parkwood Elementary	370126000547			F
Durham Public Schools	Southwest Elementary	370126002218			F
Durham Public Schools	Y E Smith Elementary	370126000573		C	
Edgecombe County Public Schools	G W Bulluck Elementary	370132000551			F
Edgecombe County Public Schools	Coker-Wimberly Elementary	370132000553		E	
Edgecombe County Public Schools	W A Pattillo A+ Elementary Sch	370132001768			F
Forsyth County Schools	Ashley Elementary	370150002446			G
Forsyth County Schools	Cook Elementary	370150002448		C	
Forsyth County Schools	Forest Park Elementary	370150000603		E	
Forsyth County Schools	Gibson Elementary	370150002578			F
Forsyth County Schools	Hill Middle	370150000609		C	
Forsyth County Schools	Middle Fork Elementary	370150002728	B		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Forsyth County Schools	Mineral Springs Middle	370150000621			G
Forsyth County Schools	J. F. Kennedy High School	370150002194		C	
Forsyth County Schools	Petree Elementary	370150002451		E	
Forsyth County Schools	Wiley Middle	370150000649			F
Forsyth Academy	Forsyth Academy	370008302452			F
Franklin County Schools	Royal Elementary	370153002628	A		
Gaston County Schools	Bessemer City Central Elem	370162000667			F
Gaston County Schools	Warlick Academy	370162002263		E	
Gaston County Schools	Rhyne Elementary	370162000707	B		
Gaston County Schools	Woodhill Elementary	370162000717		C	
Greene County Schools	Greene Central High	370183000750		E	
Greene County Schools	West Greene Elementary	370183000755			F
Guilford County Schools	T Wingate Andrews High	370192000967		E	
Guilford County Schools	Aycock Middle	370192000759			F
Guilford County Schools	Brightwood Elementary	370192000818			G
Guilford County Schools	Dudley High	370192000768			G
Guilford County Schools	Ferndale Middle	370192000955			F
Guilford County Schools	Gillespie Park Elementary	370192002668	B		
Guilford County Schools	High School Ahead Academy	370192002987	B		
Guilford County Schools	Doris Henderson Newcomers School	370192002988		C	
Guilford County Schools	W M Hampton Elementary	370192000775	B		
Guilford County Schools	Hunter Elementary	370192000776	B		
Guilford County Schools	Irving Park Elementary	370192000777			F
Guilford County Schools	Montlieu Academy	370192000960	B		
Guilford County Schools	Oak Hill Elementary	370192000963	B	E	
Guilford County Schools	Parkview Village Elementary	370192000965		C	
Guilford County Schools	Welborn Academy of Sci & Tech	370192000961			F
Guilford County Schools	Wiley Elementary	370192000803		E	

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Halifax County Schools	Dawson Elementary	370195000859		C	
Halifax County Schools	Enfield Middle	370195000861		C	
Halifax County Schools	Everetts Elementary	370195000862		C	
Halifax County Schools	Inborden Elementary	370195000864		C	
Halifax County Schools	Southeast Halifax High	370195002157		C	
Halifax County Schools	William R Davie Middle	370195000872		C	
Roanoke Rapids City Schools	William L Manning Elementary	370390001565			F
Harnett County Schools	Angier Elementary	370201000875			F
Harnett County Schools	Benhaven Elementary	370201000876			F
Harnett County Schools	Boone Trail Elementary	370201000877			G
Harnett County Schools	Coats Elementary	370201000879			F
Harnett County Schools	Erwin Elementary	370201000881			F
Harnett County Schools	Harnett Primary	370201000883			G
Harnett County Schools	Highland Elementary	370201002630			F
Harnett County Schools	LaFayette Elementary	370201000886			F
Harnett County Schools	Wayne Avenue Elem	370201000893			F
Haywood County Schools	Bethel Elementary	370204000579	A		
Haywood County Schools	Central Elementary	370204000898	A		
Haywood County Schools	Clyde Elementary	370204000899	A		
Haywood County Schools	Hazelwood Elementary	370204000902	A		
Haywood County Schools	Jonathan Valley Elementary	370204002159	A		
Henderson County Schools	Clear Creek Elementary	370210002631	A		
Henderson County Schools	Dana Elementary	370210000913	A		
Henderson County Schools	Balfour Education Center	370210001568		D-2	
Hertford County Schools	Ahoskie Elementary	370216000931			F
Hertford County Schools	Hertford County Middle	370216002207			F
Hoke County Schools	West Hoke Middle	370225000970			F
Hoke County Schools	East Hoke Middle	370225000974			F

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Iredell-Statesville Schools	Cloverleaf Elementary	370231003081			F
Iredell-Statesville Schools	East Iredell Elementary	370231000985			F
Iredell-Statesville Schools	Monticello School	370231002118		D-1	
Iredell-Statesville Schools	Troutman Elementary	370231000995			F
Mooresville City Schools	South Elementary	370312001336	A		
Jackson County Schools	Blue Ridge School	370234001001	A		
Johnston County Schools	Glendale-Kenly Elementary	370237001018			F
Johnston County Schools	South Campus Community High	370237001580		D-2	
Johnston County Schools	West Smithfield Elementary	370237001026			F
Jones County Schools	Trenton Elementary	370240001038	A		
Lenoir County Public Schools	Banks Elementary	370261001086			F
Lenoir County Public Schools	Contentnea-Savannah School	370261001087			F
Lenoir County Public Schools	E B Frink Middle	370261001088			F
Lenoir County Public Schools	Sampson School	370261001586		C	
Lenoir County Public Schools	Moss Hill Elementary	370261001090	A		
Lenoir County Public Schools	Rochelle Middle	370261000589			G
Lenoir County Public Schools	Woodington Middle	370261001096			F
Madison County Schools	Brush Creek Elementary	370282002590	A		
Martin County Schools	Williamston Middle	370288001170			F
McDowell County Schools	Marion Elementary	370294001178	A		
Charlotte-Mecklenburg Schools	Albemarle Road Middle	370297001187			F
Charlotte-Mecklenburg Schools	Allenbrook Elementary	370297001190	B		
Charlotte-Mecklenburg Schools	Billingsville Elementary	370297001201		C	
Charlotte-Mecklenburg Schools	Cochrane Collegiate Academy	370297001203			G
Charlotte-Mecklenburg Schools	Druid Hills Academy	370297001213		C	
Charlotte-Mecklenburg Schools	Hawthorne High	370297002228		C	
Charlotte-Mecklenburg Schools	Hornets Nest Elementary	370297002309			G
Charlotte-Mecklenburg Schools	Huntingtowne Farms Elementary	370297001227			G

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Charlotte-Mecklenburg Schools	Turning Point Academy	370297000871		C	
Charlotte-Mecklenburg Schools	Morgan School	370297002169		C	
Charlotte-Mecklenburg Schools	Nathaniel Alexander Elementary	370297001886			F
Charlotte-Mecklenburg Schools	J H Gunn Elementary	370297001231			F
Charlotte-Mecklenburg Schools	Northridge Middle	370297001889			F
Charlotte-Mecklenburg Schools	Piney Grove Elementary	370297001262			F
Charlotte-Mecklenburg Schools	Ranson Middle	370297001267			G
Charlotte-Mecklenburg Schools	Sedgefield Middle	370297001269			G
Charlotte-Mecklenburg Schools	Sterling Elementary	370297001279	A		
Charlotte-Mecklenburg Schools	Walter G Byers School	370297002660		C	
Charlotte-Mecklenburg Schools	West Charlotte High	370297001285		D-2	
Charlotte-Mecklenburg Schools	West Mecklenburg High	370297001286		E	
Charlotte-Mecklenburg Schools	Windsor Park Elementary	370297001290	B		
Kennedy Charter	Kennedy Charter	370006302398		C	
Crossroads Charter High	Crossroads Charter High	370012202591		C	
Mitchell County Schools	Harris Middle	370300001296			F
Montgomery County Schools	Page Street Elementary	370306002532			F
Moore County Schools	Pinckney Academy	370309001929		D-2	
Moore County Schools	Southern Pines Elementary	370309001327			F
Nash-Rocky Mount Schools	Benvenue Elementary	370327001342			F
Nash-Rocky Mount Schools	Cedar Grove Elementary	370327001344	A		
Nash-Rocky Mount Schools	D S Johnson Elementary	370327000725		C	
Nash-Rocky Mount Schools	Englewood Elementary	370327000726			F
Nash-Rocky Mount Schools	W L Greene Alternative	370327001218		C	
Nash-Rocky Mount Schools	Nashville Elementary	370327001349	A		
New Hanover County Schools	Edwin A Alderman Elementary	370333001371			F
New Hanover County Schools	Forest Hills Elementary	370333001374			F
New Hanover County Schools	A H Snipes Academy of Arts/Des	370333001392		C	

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
New Hanover County Schools	Williston Middle	370333001394			F
Gaston College Preparatory	Gaston College Preparatory	370012302597	A		
Onslow County Schools	Bell Fork Elementary	370345001417	A		
Onslow County Schools	Jacksonville Commons Elem	370345001931			G
Onslow County Schools	Summersill Elementary	370345001432	A		
Chapel Hill-Carrboro City Schools	Carrboro Elementary	370072000294			F
Chapel Hill-Carrboro City Schools	Frank Porter Graham Elem	370072000299			F
Pender County Schools	Cape Fear Elementary	370357002601			G
Pender County Schools	Penderlea Elementary	370357001467			F
Perquimans County Schools	Hertford Grammar	370360001474			F
Person County Schools	Stories Creek Elementary	370363002539	A		
Pitt County Schools	Creekside Elementary	370001202789			F
Pitt County Schools	Elmhurst Elementary	370001202140	B		
Pitt County Schools	Farmville Central High	370001201497		E	
Pitt County Schools	Grifton	370001201500			F
Pitt County Schools	North Pitt High	370001201502		E	
Pitt County Schools	Northwest Elementary	370001202604		C	
Pitt County Schools	Pactolus	370001201503			F
Pitt County Schools	W H Robinson Elementary	370001201506			F
Pitt County Schools	Sam D Bundy Elementary	370001201504			F
Pitt County Schools	South Central High	370001202616		E	
Pitt County Schools	Wahl Coates Elementary	370001202147			F
Polk County Schools	Tryon Elementary	370372002230	A		
Polk County Schools	Polk Central	370372000780	A		
Polk County Schools	Sunny View Elementary	370372001513	A		
Richmond County Schools	Leak Street High	370387000788		C	
Richmond County Schools	Richmond Co Transitional	370387003148		C	
Richmond County Schools	Washington Street Elementary	370387002278	B		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Public Schools of Robeson County	Fairgrove Middle	370393001570		C	
Public Schools of Robeson County	Fairmont High	370393002232		E	
Public Schools of Robeson County	Littlefield Middle	370393001572			F
Public Schools of Robeson County	Lumberton Junior High	370393002236			F
Public Schools of Robeson County	Lumberton Senior High	370393002237		E	
Public Schools of Robeson County	Orrum Middle	370393001575	B		
Public Schools of Robeson County	Pembroke Middle	370393001579			G
Public Schools of Robeson County	Rowland Middle	370393002183	B		
Public Schools of Robeson County	Saint Pauls Elementary	370393002243			F
Public Schools of Robeson County	Union Chapel Elementary	370393001589	A		
Rockingham County Schools	Leaksville-Spray Elementary	370399001242	B		
Rowan-Salisbury Schools	Henderson High	370405002409		D-2	
Rowan-Salisbury Schools	Dole Elementary	370405002251	B		
Rowan-Salisbury Schools	Hurley Elementary	370405001620			F
Rutherford County Schools	Rutherford Opportunity Center	370408002607		D-2	
Sampson County Schools	Clement Elementary	370414001667	A		
Sampson County Schools	Hobbton Elementary	370414001673	A		
Sampson County Schools	Midway Middle	370414002481			F
Sampson County Schools	Union High	370414001683	B		
Scotland County Schools	I E Johnson Elementary	370420002544	A		
Scotland County Schools	Laurel Hill Elementary	370420001689	A		
Scotland County Schools	North Laurinburg Elementary	370420001690	B		
Stanly County Schools	Oakboro Elementary	370432001715	A		
Stokes County Schools	Meadowbrook Academy	370438002411		C	
Surry County Schools	Dobson Elementary	370441001747	A		
Transylvania County Schools	Brevard Elementary	370453001777	A		
Transylvania County Schools	Davidson River School	370453002351		D-2	
Transylvania County Schools	T C Henderson Elementary	370453001785	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Union County Public Schools	East Elementary	370462001300	B		
Union County Public Schools	Rocky River Elementary	370462002828	B		
Union County Public Schools	Wingate Elementary	370462001811	A		
Vance County Schools	Aycock Elementary	370465001812	A		
Wake County Schools	Longview	370472002254		D-2	
Wake County Schools	Banks Rd Elementary	370472003132			F
Wake County Schools	Carver Elementary	370472002187	A		
Wake County Schools	Conn Elementary	370472001847			F
Wake County Schools	Douglas Elementary	370472001851			F
Wake County Schools	Durant Road Elementary	370472000075			F
Wake County Schools	Fuquay-Varina Elementary	370472001859			F
Wake County Schools	Hunter Elementary	370472001866			F
Wake County Schools	Lynn Road Elementary	370472001876			F
Wake County Schools	Millbrook Elementary	370472001878			F
Wake County Schools	North Ridge Elementary	370472001883			F
Wake County Schools	Poe Elementary	370472001887			F
Wake County Schools	Smith Elementary	370472001894	B		
Wake County Schools	Stough Elementary	370472001895			F
Wake County Schools	Timber Drive Elementary	370472002356			F
Wake County Schools	Wakefield Elementary	370472002492			F
Wake County Schools	Wakelon Elementary	370472002806	B		
Wake County Schools	Wendell Elementary	370472001904			F
Wake County Schools	Yates Mill Elementary	370472002561			F
Wake County Schools	Zebulon Elementary	370472001912	A		
Warren County Schools	South Warren Elementary	370474001920	B		
Warren County Schools	Warren County High	370474002189		E	
Warren County Schools	Warren County Middle	370474000329			F
Washington County Schools	Pines Elementary	370480002190		C	

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Washington County Schools	Washington County Union	370480001933			F
Wayne County Public Schools	Carver Elementary	370488001947			F
Wayne County Public Schools	Goldsboro High	370488000502		E	
Wayne County Public Schools	Spring Creek Elementary	370488002498			F
Wayne County Public Schools	Northeast Elementary	370488002319	A		
Dillard Academy	Dillard Academy	370007402420		C	
Wilkes County Schools	C B Eller Elementary	370495001972	A		
Wilkes County Schools	Mount Pleasant Elementary	370495001978	A		
Wilkes County Schools	Mountain View Elementary	370495001979	A		
Wilkes County Schools	Mulberry Elementary	370495001980	A		
Wilson County Schools	B O Barnes Elementary	370502001992	B		
Wilson County Schools	Charles H Darden Middle	370502002061	B		
Wilson County Schools	Gardners Elementary	370502001999	A		
Wilson County Schools	John W Jones Elementary	370502003094	A		
Wilson County Schools	Lee Woodard Elementary	370502002001	A		
Wilson County Schools	Lucama Elementary	370502002002	A		
Wilson County Schools	Vick Elementary	370502002564	B		
Sallie B Howard School	Sallie B Howard School	370004902365			F
Yadkin County Schools	Courtney Elementary	370504002014	B		
Yadkin County Schools	Yadkinville Elementary	370504002022			F
Yancey County Schools	Cane River Middle	370507002026	A		
Yancey County Schools	East Yancey Middle	370507002028	A		
Yancey County Schools	Micaville Elementary	370507002029	A		
		Total # of Schools	**120**	**77**	**130**
TOTAL # of Schools:					

Total # of Title I schools in the State: ____1,296____
Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____9_____

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Incentives

A key criticism of the current law is that under the "all or nothing" metrics of Adequate Yearly Progress, schools are perceived as failing if all targets are not met each year. Schools are sanctioned the same regardless of whether one target was missed or many targets were missed with no explicit consideration for the number of targets a school was required to meet or the number of targets actually met. Given little opportunity to acknowledge where their schools were making progress, overall morale of school staff across the state has declined over time. Removing the current labels that require "one size fits all" sanctions inherently incentivizes school staff to address areas of improvement without being made to feel their schools are failing, despite the dedicated and intentional work that teachers and other school staff engage in every day.

As decision-making on the use of resources is more appropriately moved closer to the staff responsible for student success, educators are empowered to select and implement interventions tailored to the needs of their schools. Providing a comprehensive view of school information affords the SEA with an opportunity to acknowledge areas where schools are making progress and to identify the interventions that work in successful Title I schools within each region of the state. A key example is described in section 2.C.i., in that the comprehensive information provided for schools recognized as Reward Schools will serve as model programs for continuous improvement in all Title I schools.

Statewide System of Support/Results of Turnaround Efforts

During the 2006-2010 period, the NCDPI and its partner organizations worked with 66 low achieving high schools, 37 middle schools, and 25 elementary schools. These schools were targeted for intervention primarily because their Performance Composites fell below 60% for two or more years. The Turnaround Schools program of intervention included (1) a requirement that the schools submit plans consistent with a Framework for Action designed to focus the schools on changing practices thought to affect student achievement, (2) a series of professional development sessions designed to build the schools' capacity to carry out the plans, and (3) follow-up coaching and school-specific professional development, which continued for as long as the school's performance composite remained below 60%. A subset of 13 high schools were also divided into separate, smaller academies.

An evaluation of the Turnaround effort found that in the improved schools, the process included:

(1) the commitment, climate, and culture affecting student learning;

(2) the knowledge and skills that school leaders, teachers, and other staff bring to their jobs;

(3) the structures and processes that support instruction within the school; and
(4) the strength of linkages between the school and both the district central office and the community served by the school.

The NCDPI's Turnaround Schools program succeeded in providing high-quality assistance to most of the low-achieving schools targeted by the program. When this external assistance was matched by energetic and sustained local leadership, schools succeeded in breaking out of the doldrums of low performance and made significant, measurable progress over a three- or four-year period.

A move toward identifying schools under the new categories of Reward, Focus, and Priority allows the SEA to support the need for continuous improvement of all Title I schools. Utilizing multiple metrics provides a basis for customizing support within North Carolina's statewide system of support.

As described in section 2.A, beginning on page 53, NC's support for districts and schools is coordinated and monitored through three interlocking roundtables. The roundtable structure includes a Strategic Roundtable, an Agency Roundtable, and eight Regional Roundtables (one for each State Board designated region).

The Strategic Roundtable is comprised of NCDPI senior leadership and meets quarterly to prioritize support for districts and schools as well as monitoring progress toward the priority objectives.

Measurable goals and objectives for schools/districts receiving assistance:

- An increase in the percentage of AMOs met
- Progress in making growth
- An increase in the percentage of students scoring proficient on the State's academic achievement standards

Other support objectives:

- Assisting the school in making data-driven decisions to improve student achievement
- Increasing the school's capacity to achieve student academic growth over time for all student subgroups
- Enhancing the staff's knowledge and delivery of best practices
- Building the skills of teachers and administrators

The Agency Roundtable is comprised of all NCDPI division directors and meets monthly to facilitate ongoing initiatives within the statewide system of support. The Title I Director serves on this roundtable. The Roundtable identifies current initiatives being provided to the region by the agency; reviews comprehensive needs assessment outcomes; identifies gaps and redundancies; targets available resources to identified needs; and routes continued services through NCDPI staff assigned to regions, districts, and schools.

The eight (8) Regional Roundtables, corresponding to the NC State Board of Education regions, are comprised of NCDPI personnel and representatives of the Regional Education Services Areas (RESAs), who serve regionally and function as the articulation component of the Statewide System of Support in the field by serving districts across the state and ensuring the priority of the State Board initiatives and cross-divisional communication.. The Roundtables meet monthly to identify

current initiatives underway in each district in the region, to identify common needs across each region, and to coordinate technical assistance provided for the districts and schools identified as having the greatest need for support. Roundtables are facilitated by NCDPI Regional Leads, one assigned to each of the eight regions across North Carolina. In order to ensure that all subgroup populations are represented, membership on the Regional Roundtables includes representatives from each Division in the Academic & Instructional Services area including students with disabilities (Exceptional Children Division), English learners (Curriculum and Instruction Division), and economically disadvantaged students (Compliance and Monitoring). More information about the Statewide System of Support may be found in Section 2.A, beginning on page 53.

A Title I consultant serves on each Regional Roundtable in order to ensure that statutory requirements are understood by all parties and appropriate services and support are brokered for Title I schools. Beginning in 2012-13, all Title I schools will be reviewed to determine schools not making sufficient progress on AMOs defined as two consecutive years of not meeting targets for a specific subgroup. Title I schools not making sufficient progress on AMO's will receive priority for SEA support.

In monthly Regional Roundtable meetings, both quantitative and qualitative data generated by the work of NCDPI employees serving the region are analyzed and synthesized to coordinate and align services for all subgroups. For example, Title I consultants annually review AMOs of LEA and school subgroups as part of the monitoring risk assessment. If a Title I school is not meeting AMOs for students with disabilities or English learners, information is shared at Regional Roundtables with NCDPI staff that advocate on behalf of these student populations. This cross-divisional communication (1) provides feedback on the outcomes of SEA initiatives and LEA interventions that have been implemented targeting a specific at-risk student population; and (2) ensures that appropriate resources are targeted to meet the needs of specific subgroups within each district and school in the state.

Ongoing support for all Title I schools is provided by Title I consultants throughout the year. A Title I consultant is assigned to each of the eight regions of the state to work with local Title I directors and Title I school staff to ensure federal compliance leads to enhance program quality. Annual support is scheduled and offered through the following process below:

Title I Support	Sessions	Intended Participants
Title I Conference	1 (3-day) per year	• Title I Directors • Teachers • Principals • Central Office Staff
Regional Meetings	12 regional per year	• Title I Directors • Finance Officers • Parent Involvement Coordinators • Title I Preschool Coordinators
New Directors	4 per year	• New Title I Directors (1-2 years)

Title I Support	Sessions	Intended Participants
Schoolwide Institutes (Note: Beginning in 2012-13, Schoolwide Institutes will utilize indicators of effective practice identified through the use of the Indistar® tool.)	1 (2-3 day) per year On-site as requested	• Title I Directors • School leadership teams
Comprehensive Continuous Improvement Planning (funding application) Training	4 regional per year 8-10 Raleigh-based (open enrollment)	• Title I Directors • Finance Officers • Central Office Staff
Program Quality Reviews	4-8 per region per year (based on risk assessment and requests)	• Title I Directors • School leadership • Parents • Preschool staff • Private school staff

Beginning in 2010-11, Title I consultants began conducting Program Quality Reviews (PQRs). PQRs utilize protocols and procedures that allow a review of specific components of the Title I program and offer commendations and recommendations for improvement. PQRs provide an opportunity for Title I consultants to discuss with local staff how to move beyond federal program compliance to effective program implementation. Although PQRs serve both monitoring and support functions, the ultimate goal of PQRs is to ensure that every component of the Title I program will lead to improved student achievement and school performance, closure of achievement gaps, and increased quality of instruction for students. Information on PQRs is available to the public and accessible at http://www.ncpublicschools.org/program-monitoring/monitoring/.

Historically, Schoolwide Institutes have focused on the ten required components of developing effective School Improvement Plans. Beginning in 2012-13, the focus of these institutes will broaden from simply addressing the required components in a written plan to developing plans through indicators of effective practice driven by the leadership of a strategic implementation team. Implementation teams are essential for ensuring that stakeholders choose improvement strategies wisely, evaluate the readiness of the school to implement the strategies, and monitor the fidelity of implementing the strategies selected as defined by the program developers, researchers, or experts (Fixsen, 2010). Realignment of the institutes to current cross-agency initiatives, will establish implementation teams at both the district and school levels to provide an infrastructure for continuous improvement (Pearlman & Redding, 2011).

Ultimately, the statewide system of support provides customized technical assistance designed to build the capacity of LEA and school staff to improve schools and sustain improvement efforts. Although specific Title I consultants provide support for Title I schools, the roundtables provide a forum for continuous communication and collaboration within the agency in order to most effectively customize the support. Incentives for continuous improvement and support for building district and school capacity will ensure that all students, especially those attending high poverty schools, are well prepared for success beyond high school.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Monitoring and Technical Assistance

Federal program consultants monitor federal grant sub-recipients on an annual basis. All data for Title I schools is reviewed to determine where on-site reviews are prioritized within a three-year monitoring cycle. For LEAs with Priority and Focus Schools, federal program staff will conduct on-site and desk reviews to determine the quality of interventions being implemented in each Priority School. For other Title I schools that are not meeting AMOs, the SEA will provide additional monitoring and support through Program Quality Reviews. As previously described in section 2.F, the PQR process provides opportunities for SEA staff to meet with local improvement teams to determine how the outcomes of school needs assessments are supported with differentiated interventions in Title I schoolwide and targeted assistance programs. The goal of monitoring and technical assistance will be to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA support.

During on-site visits, DPI conducts documentation review, observation of interventions, and interviews with appropriate staff. Desk reviews will include monitoring of expenditures as described below and virtual interviews (e.g., phone conferences, webinars, etc.) as appropriate. Desk reviews utilize data collected through the SEA including the Consolidated Federal Data Collection System (CFDC), the Comprehensive Continuous Improvement Plan (CCIP), and the Budget Utilization Development System (BUDS) for Priority Schools. NCDPI will also utilize the NC Indistar® Tool to monitor the ongoing planning, implementation, and evaluation of interventions aligned to the schools needs assessment outcomes. Local district and school staff will be provided with initial training and ongoing support for use of the planning tool to ensure the fidelity of the local planning and implementation of interventions aligned to turnaround principles or SIG intervention models.

All LEAs with Priority schools will be monitored through on-site and desk reviews a minimum of once per year beginning with the 2012-13 school year. SEA monitoring and support staff will meet quarterly to discuss individual school progress on leading indicators and locally identified goals and objectives. Schools are rated on the progress toward the indicators and goals and provided with additional on-site reviews and intensive support as needed.

Districts with identified Focus Schools will be monitored as part of the SEA three-year cross-program monitoring plan. Districts are selected on an annual basis in consideration of risk assessment factors such as progress toward AMOs, schools identified as Focus and Priority, and previous compliance or program quality reviews. Districts with Focus Schools will be given priority for on-site monitoring for the 2012-13 school year. As described in section 2.G, Title I consultants also will conduct Program Quality Reviews (PQRs) for Focus Schools. PQRs utilize protocols and procedures that allow a review of specific components of the Title I program and offer commendations and recommendations for improvement. PQRs provide an opportunity for Title I consultants to discuss with local staff how to move beyond federal program compliance to effective program implementation. Site visits will include a review of each Focus School within the district.

Support for Implementation/Statewide System of Support

Support for implementation is coordinated through the NC Statewide System of Support and in conjunction with its Race to the Top grant plan. Some LEAs identified as having the least capacity and lowest performing schools, are encouraged to enter into a three-year agreement with DPI to provide intense resources and support. DPI staff members are assigned to assist the LEA on-site throughout each of three (3) years with ongoing need assessments, budget analysis, resource allocation, plan implementation, and program evaluation. For these LEAs, DPI coordinates monitoring and support efforts through a three-prong roundtable structure that provides for cross-agency collaboration and coordination of both monitoring and support.

Regional Roundtables representing eight regions of the state consist of cross-agency DPI and Regional Educational Service Agency (RESA) staff including staff working with Title I districts and schools. Regional Roundtables meet on a monthly basis to coordinate monitoring and support for all districts and schools with specific consideration for Priority and Focus Schools. All School Improvement Grants (SIG) authorized under 1003(g) are currently committed to schools implementing one of four rigorous intervention models as outlined in SIG final requirements. 1003(g) funds are committed through the 2013-14 school year and are contingent upon continuation of SIG funding. If at any time in subsequent years there are sufficient funds to hold an additional SIG competition, NCDPI will allocate funds as proposed in the State's 2010-11 approved SIG application.

School Improvement grant funds authorized under 1003(a) will be allotted to districts to serve Priority Schools that do not receive 1003(g) funds. 1003(a) funds will be allocated on a formula basis in consideration of the total number of Priority Schools within an LEA and the average daily membership of any Priority School. LEA Applications will be reviewed and approved through the State's Comprehensive Continuous Improvement Plan (CCIP) tool to ensure that resources are effectively coordinated to support individual school needs. CCIP is a web-based tool used for comprehensive planning and funding applications for entitlement and competitive grants without the need for paper copies or additional data entry already collected in the agency.

Under NCLB, many LEAs were required to reserve 20 percent of the districts' Title I allotments to implement choice and/or Supplemental Educational Services (SES). With approved waivers, funds that the LEA previously reserved to meet requirements of ESEA section 1116(b)(10) may be used to support the implementation of interventions in an LEA's Focus Schools or Priority Schools in accordance with allowable use of Title I funds. Once the LEA demonstrates that sufficient resources are available to support interventions in its Priority and Focus schools, funds may be used to support instructional programs at the district-level or by providing Title I funds in school allocations under ESEA section 1113(c). An LEA may also reserve funds to support the implementation of interventions in an LEA's Focus Schools or Priority Schools in accordance with allowable use of Title I funds. Although, the SEA will not require LEAs to use the funds in a specific way, all decisions must be made based on an LEA's careful analysis of local capacity and based on a comprehensive needs assessment. The LEA must demonstrate in its Title I Application that resources have been allocated to its Priority and Focus schools sufficient to support the interventions described. As described in section 2.G.i (beginning on page 105), the SEA will monitor the LEAs use of funds and other resources to ensure that interventions are aligned to the identified needs of student subgroups.

In coordination with the North Carolina Statewide System of Support, DPI will provide direct services to LEAs for which the following apply:

- The SEA has determined the LEA does not have sufficient capacity for implementing the interventions identified for its schools; and
- The LEA enters into an agreement with DPI to allow the SEA to provide direct services.

While the SEA will not assume responsibility for implementing the intervention models or other interventions aligned to turnaround principles, SEA services will provide support for the implementation of the models including data analysis, budget review, identifying resources for sustainability, and facilitation of professional development needs for staff such as the Teacher Leader model initiated for SIG schools. In collaboration with State partners, DPI will also conduct two forums for teachers, principals, and district administration to provide technical assistance and support for implementing interventions aligned to turnaround principles. DPI routinely partners with cross-sector agencies such as the NC Center for Afterschool Programs, the NC Parent Teacher Association, and the NC Association of Educators to build district capacity as needed.

NCDPI will maintain the initial list of both Priority and Focus Schools for a three-year period. Maintaining priority and focus status for the full three-year period will ensure 1) sufficient time for the LEA to fully implement appropriate interventions, and 2) sufficient time for the State to monitor and support the implementation of interventions to increase the likelihood that interventions result in sustained student achievement for all student subgroups. Schools will exit priority and focus status when, three years from initial identification, a new list of Priority and Focus Schools are developed and the applied methodology no longer results in the school's designation as a Priority School. However, if the Priority or Focus School has not shown progress over the three years of intervention, it will remain on the Priority or Focus School list.

District Accountability

Since the 1990s, the Department of Public Instruction has been leading change in holding districts accountable for student achievement. The current accountability model, the ABCs of Public Education, allows the State to measure student academic growth from year to year and to use this information to evaluate district and school performance. Beginning with the 2012-13 school year, DPI is implementing a new accountability model to ensure that schools are responsible for achieving challenging yet attainable goals for their students and that parents and the public have a clear, comparable understanding of the performance of students within North Carolina's public schools. The goal is to institute an accountability model that improves student achievement, increases graduation rates, and closes achievement gaps for all schools including Title I schools.

Central to holding LEAs accountable for the achievement of students in its schools is transparency in reporting. Just as student report cards provide parents with information on their child's performance, the NC School Report Cards offer a snapshot of some of the important information about individual schools. With the goal of providing key information to drive improvements in our schools, School Report Cards will continue to be provided for all public, charter, and alternative schools on an annual basis. Information included will address the following:

- District/school profiles
- School status as Reward, Priority, and Focus
- Progress on the SEA's new AMOs
- High student performance
- Progress on ACT
- Safe, orderly & caring schools
- Teacher and principle effectiveness

In most instances, data in the School Report Cards are reported at the school, district and state levels. School data are based on information from all grades within the school. However, for several indicators, including School Size, School Performance, School Safety, Attendance, and all information in the Quality Teachers' section, data from all schools in the same grade range category are averaged to produce district and state comparison results.

As part of the statewide system of support, DPI annually reviews each district's capacity to support its schools. Capacity is measured by a combined index of the Disadvantaged Student Supplemental Funding (DSSF) index and the low wealth percentage. (Note: Capacity should not be equated to funding levels.)

DSSF index combines weighted "community" variables that are correlated to low student performance. It provides information on the student population.

- Percentage of public school students living in a single parent household;
- Percentage of students eligible for federal ESEA Title I; and
- Percentage of public school students who have at least one parent with less than a high school diploma.

Low Wealth index combines weighted financial variables that are a reflection of the LEAs ability to generate their own funds as compared with the State average. LEAs that fall below the State average are eligible for supplemental state funds.

- Anticipated total county revenue
- Tax base per square mile (density)
- Per capita income

Although the initial screening process as described above determines general capacity, the SEA realizes that specific conditions often exist within an LEA that may result in the LEAs lack of capacity to sufficiently support its Focus and Priority Schools. Therefore, as described in section 2.D.iii, DPI will require districts with Priority Schools to use an online planning tool and will provide additional monitoring and support. If on-site monitoring of Focus Schools reflects a districts lack of capacity to improve its schools, Focus Schools will be required to utilize the online planning tool in coordination with a district implementation team.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

OVERVIEW

As evidence that North Carolina has developed and adopted educator evaluation guidelines consistent with Principle 3, the State submits copies of the following policies (see **Attachment 10**):

- TCP-C-004
- TCP-C-005
- TCP-C-006
- TCP-C-022

The policies are copied directly from the SBE Policy Manual and therefore document the details about their adoption, for example, the current policy date and historical information. For confirmation that these policies have been adopted, the SBE Policy Manual can be accessed online at http://sbepolicy.dpi.state.nc.us/.

All of these policies are found within the Twenty-First Century Professionals (TCP) section of the SBE Policy Manual. Within the TCP section, subsection C contains all policies related to educator evaluation.

TCP-C-004 establishes a statewide teacher evaluation system and set of steps that comprise the teacher evaluation process.

TCP-C-005 establishes a statewide administrator evaluation system and set of steps that comprise the principal and assistant principal evaluation process.

TCP-C-006 contains the evaluation standards for teachers and administrators.

TCP-C-022 requires annual evaluation for all teachers. The abovementioned policies already provided for annual evaluation for principals and assistant principals, but allowed for less frequent evaluation of career-status teachers.

Theory of Change

NC is deeply committed to implementing a rigorous, transparent and fair statewide evaluation system for teachers and principals that combines measures of student growth with other research-based indicators. The goal is to ensure that every student has effective teachers and that every school has an effective leader. Several years ago, NC brought together stakeholders to design new statewide evaluation instruments and processes for teachers and school administrators. More recently, the State has moved this system to an online platform to provide quicker feedback for educators, easier process completion for evaluators, and enhanced data collection and analysis capabilities for educators and the State.

> Note that North Carolina is *not* a union state and therefore, does *not* have to engage in collective bargaining. Regardless, North Carolina has a long history of collaboration with various organizations representing teachers, principals, superintendents, etc.

In Race to the Top (RttT), NC committed to the explicit inclusion of student growth as part of the teacher and school leader evaluation instruments. In July 2011, the State Board of Education (SBE) added a sixth standard to the instrument: "teachers contribute to the academic success of students." The SBE also added an eighth standard on "academic achievement leadership" to the school administrator instrument. During the 2011-12 school year, the SBE will establish definitions of effective and highly effective teachers and leaders. The State's definitions will then be infused into new policies on career status (tenure), licensure, teacher retention and dismissal, incentives and policies for equitable teacher and leader distribution, and evaluation of teacher and leader preparation programs.

While "effective" teaching and school leadership will become a part of the policies mentioned above, the actual force of those policies hinges on the rigorous implementation of an evaluation system that identifies effective teachers and leaders. Teaching and learning will be most improved when the teacher evaluation system is used honestly, with fidelity, and in a way that demands excellence from educators.

By the 2014-15 school year, all NC school districts will use the NC Educator Evaluation System to identify the most effective educators, inform individual plans for continous improvement, and drive staffing and other human capital decisions.

The following describes the current context and achievements to date and outlines the key tasks over the next several years that will enable full implementation of this plan.

NC GUIDELINES FOR TEACHER EVALUATION

All teachers in NC must receive an annual evaluation. For beginning teachers (teachers who have been in the classroom three years or less) or career status (tenured) teachers renewing their licenses, school administrators must complete a full evaluation as outlined in Table 3. For career-status teachers not renewing their licenses, administrators may select to complete an abbreviated evaluation as outlined in Table 4.

Table 3: Full Evaluation for Teachers

1. A teacher completes a self-assessment of her performance on the six teacher evaluation standards:
    a. Teachers demonstrate leadership.
    b. Teachers establish a respectful environment.
    c. Teachers know the content they teach.
    d. Teachers facilitate learning for their students.
    e. Teachers reflect on their practice.
    f. Teachers contribute to the academic success of students.
2. A teacher completes a professional development plan for how he/she will improve her craft. Any standard on which a teacher was rated below proficient during the following year automatically populates on the professional development plan. The teacher must outline professional development that he/she will complete specifically on the standard.
3. The administrator meets with the teacher prior to a formal observation.
4. The administrator completes at least three observations of the teacher and rates him/her on the first five standards. After a formal observation, the administrator meets with the teacher to debrief the lesson.
5. At the end of the year, the administrator and teacher meet to discuss all observations, any artifacts the teacher wants to submit, and the principal's ratings on standards one through five. Possible ratings are not demonstrated (the lowest), developing, proficient, accomplished, and distinguished (the highest).
6. After summative student growth information is available, the administrator assigns a rating on the sixth standard.

Table 4: Abbreviated Evaluation for Teachers

1. A teacher completes a self-assessment of her performance on the six teacher evaluation standards:
    a. Teachers demonstrate leadership.
    b. Teachers establish a respectful environment.
    c. Teachers know the content they teach.

d. Teachers facilitate learning for their students.
e. Teachers reflect on their practice.
f. Teachers contribute to the academic success of students.

2. A teacher completes a professional development plan for how he/she will improve her craft. Any standard on which a teacher was rated below proficient during the following year automatically populates on the professional development plan. The teacher must outline professional development that he/she will complete specifically on the standard.
3. The administrator completes at least two observations of the teacher and rates him/her on standards one and four.
4. At the end of the year, the administrator and teacher meet to discuss all observations, any artifacts the teacher wants to submit, and the principal's ratings on standards one and four. Possible ratings are the same as above.
5. After summative student growth information is available, the administrator assigns a rating on the sixth standard.

While there are six standards for teacher evaluation, each standard is a muti-faceted statement of what constitutes effective teaching.

Standard I: Teachers Demonstrate Leadership

Teachers lead in their classrooms.
Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners. Effective teachers will:

- Take responsibility for all students;
- Communicate vision to students;
- Use data to organize, plan, and set goals;
- Use a variety of assessment data throughout the year to evaluate progress;
- Establish a safe and orderly environment; and
- Empower students.

Teachers demonstrate leadership in the school.
Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels. Effective teachers will:

- Work collaboratively with all staff to create a professional learning community;
- Analyze data;

- Develop goals and strategies through the school improvement plan;
- Assist in determining school budget and professional development;
- Participate in hiring process; and
- Collaborate with colleagues to mentor and support teachers to improve effectiveness.

Teachers lead the teaching profession.
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school, district, and across the state. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession. Effective teachers will:

- Strive to improve the profession;
- Contribute to the establishment of good working conditions;
- Participate in decision-making structures; and
- Promote professional growth.

Teachers advocate for schools and students.
Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students. Effective teachers will:

- Advocate for positive change in policies and practices affecting student learning; and
- Participate in the implementation of initiatives to improve education.

Teachers demonstrate high ethical standards.
Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. Effective teachers will:

- Demonstrate ethical principles; and
- Uphold the Code of Ethics and Standards for the Professional Conduct.

Standard II: Teachers Establish A Respectful Environment For A Diverse Population Of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. Effective teachers will:

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers embrace diversity in the school community and in the world.
Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction. Effective teachers will:

- Demonstrate knowledge of diverse cultures;
- Select materials and develop lessons that counteract stereotypes and incorporate contributions;
- Recognize the influences on a child's development, personality, and performance; and
- Consider and incorporate different points of view.

Teachers treat students as individuals.
Teachers maintain high expectations, including graduation from high school, for children of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. Effective teachers will:

- Maintain high expectations for all students; and
- Appreciate differences and value contributions by building positive, appropriate relationships.

Teachers adapt their teaching for the benefit of students with special needs.
Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met. Effective teachers will:

- Collaborate with specialists; and
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Teachers work collaboratively with the families and significant adults in the lives of their students.
Teachers recognize that educating children is a shared responsibility involving the school, parents/guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their children. Effective teachers will:

- Improve communication and collaboration between the school and the home and community;
- Promote trust and understanding and build partnership with school community; and
- Seek solutions to overcome obstacles that prevent parental/community involvement.

Standard III: Teachers Know The Content They Teach

Teachers align their instruction with the North Carolina Standard Course of Study.
In order to enhance the NC Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum which enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area/discipline. Effective teachers will:

- Teach the NC Standard Course of Study;
- Develop and apply strategies to make the curriculum rigorous and relevant; and
- Develop literacy skills appropriate to specialty area.

Teachers know the content appropriate to their teaching specialty.
Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas/disciplines. Effective teachers will:

- Know subject beyond the content they teach; and
- Direct students' curiosity in subject.

Teachers recognize the interconnectedness of content areas/disciplines.
Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach. Effective teachers will:

- Know links between grade/subject and the Standard Course of Study;
- Relate content to other disciplines; and
- Promote global awareness and its relevance.

Teachers make instruction relevant to students.
Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health awareness. Effective teachers will:

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility; and
- Demonstrate the interconnectedness between the core content and 21st Century content that includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.

Standard IV: Teachers Facilitate Learning For Their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students. Effective teachers will:

- Know how students think and learn;

- Keep abreast of evolving research and understand the influences on student learning; and
- Adapt resources to address the strengths and weaknesses of students.

Teachers plan instruction appropriate for their students.
Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. They engage students in the learning process. Teachers understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs. Effective teachers will:

- Collaborate with other teachers;
- Use data for short and long range planning;
- Engage students in the learning process;
- Monitor and modify plans to enhance student learning; and
- Respond to cultural diversity and learning needs of students.

Teachers use a variety of instructional methods.
Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction. Effective teachers will:

- Choose methods and materials as they strive to eliminate achievement gaps; and
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.

Teachers integrate and utilize technology in their instruction.
Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. Effective teachers will:

- Know appropriate use; and
- Assist students in use of technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers help students develop critical thinking and problem solving skills.
Teachers encourage students to use inquiry-based investigations, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems. Effective teachers will:

- Encourage students to ask questions, think creatively, innovate and test ideas, synthesize knowledge and draw conclusions; and
- Help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems.

Teachers help students work in teams and develop leadership qualities.
Teachers teach the importance of cooperation and collaboration. They organize learning teams in

order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. Effective teachers will:

- Teach the importance of cooperation and collaboration ; and
- Organize learning teams in classroom in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers communicate effectively.
Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students to articulate thoughts and ideas clearly and effectively. Effective teachers will:

- Communicate clearly with students in a variety of ways; and
- Assist students in articulating thoughts and ideas clearly and effectively.

Teachers use a variety of methods to assess what each student has learned.
Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of 21st Century knowledge, skills, performance, and dispositions. Effective teachers will:

- Use multiple indicators, both formative and summative, to evaluate students progress;
- Provide opportunities for self-assessment; and
- Use 21st Century knowledge, skills, performance and dispositions.

Standard V: Teachers Reflect On Their Practice

Teachers analyze student learning.
Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students. Effective teachers will:

- Think systematically about learning in their classroom: why learning happens and what can be done to improve student achievement; and
- Collect and analyze student performance data to improve effectiveness.

Teachers link professional growth to their professional goals.
Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth. Effective teachers will:

- Participate in continued, high quality professional development .

Teachers function effectively in a complex, dynamic environment.
Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students. Effective teachers will:

- Actively investigate and consider new ideas that improve teaching and learning; and
- Adapt practice based on data.

Standard VI: Teachers Contribute To The Academic Success Of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

NC GUIDELINES FOR PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION

All principals and assistant principals in NC must receive an annual evaluation. The evaluation process for school leaders is outlined below in Table 5.

Table 5: Evaluation for School Leaders

1. A principal or assistant principal completes a self-assessment of her performance on the eight school leader evaluation standards:
    a. Strategic Leadership
    b. Instructional Leadership
    c. Cultural Leadership
    d. Human Resource Leadership
    e. Managerial Leadership
    f. External Development Leadership
    g. Micropolitical Leadership
    h. Academic Achievement Leadership
2. A school leader completes a preliminary goals form to outline areas of focus and improvement for the school year.
3. The leader meets with the superintendent or superintendent's designee to review the preliminary goals form and self-assessment. All reviewers agree on the data and artifacts that the leader will collect to inform evaluation on the standards.
4. During the school year, the school administrator collects the agreed-upon data and artifacts. The superintendent or designee visits the school to conduct observations of the school leader.
5. The school leader and evaluator hold a mid-year meeting to review data and artifacts and adjust plans as needed to ensure that goals are met.
6. The school leader prepares a consolidated performance assessment with data and artifacts that align with the evaluation standards.
7. At the end of the year, the school leader meets with her evaluator to discuss all observations, the consolidated performance assessment, and the evaluator's ratings on standards one through seven. Possible ratings are not demonstrated (the lowest), developing, proficient, accomplished, and distinguished (the highest).
8. After summative student growth information is available, the evaluator assigns a rating on the eighth standard.

Similarly, the standards for school executives outline expectations for those who lead school buildings.

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today, schools must have proactive school executives who possess a great sense of urgency.
- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.
- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.
- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.
- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.
- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.
- Leadership is about the executive's ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.

- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.
- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.
- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.
- Leaders bring their "person" to the practice of leadership. Matching the context of leadership to the "person" of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive's development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, "How can one person possess all of these?" The answer is they cannot. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives; and
- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- Standard: The standard is the broad category of the executive's knowledge and skills.
- Summary: The summary more fully describes the content and rationale of each Standard.
- Practices: The practices are statements of what one would see an effective executive doing in each Standard.
- Artifacts: The artifacts are evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.

- Competencies: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Eight Standards of Executive Leadership and Their Connection

The eight critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2003). Unlike many current efforts that look at all of the things principals "might" or "should" do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the "hero leader."

North Carolina's Standards for School Executives are interrelated and connect in executives' practice. They are not intended to isolate competencies or practices. Executives' abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school's ability to reach its goals and will also impact the cultural norms of the school. Ultimately, school executives are responsible for ensuring that leadership occurs in all seven critical areas, regardless of whether it is provided by the executive or by others in the school.

The eight standards and their practices are:

Standard 1: Strategic Leadership

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

The school executive practices effective strategic leadership when he or she:

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples' attention and imagination;
- Creates processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders;

- Creates processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work; and
- Creates processes to distribute leadership throughout the school.

Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey
- The degree to which staff can articulate the school's direction and focus
- Student testing data

Standard 2: Instructional Leadership

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

The school executive practices effective instructional leadership when he or she:

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;

- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
- Creates processes that protect teachers from issues and influences that would detract from their instructional time; and
- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (e.g., ELs, SWDs, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

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

The school executive practices effective cultural leadership when he or she:

- Creates a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a "can do" attitude when faced with challenges; and
- Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:

- Work of Professional Learning Communities within and tangential to the school
- Documented use of the School Improvement Team (SIT) in decision-making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

Standard 4: Human Resource Leadership

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

The school executive practices effective human resource leadership when he or she:

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;

- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self-awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths; and
- Is systematically and personally involved in the school's professional activities.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

Standard 5: Managerial Leadership

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

The school executive practices effective managerial leadership when he or she:

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher; and
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:

- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

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

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school's accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school; and
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:

- Parent Teacher Student Association (PTSA) participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school's image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

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

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school; and
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus

- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Standard 8: Academic Achievement Leadership

Summary: School executives will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

INVOLVEMENT OF STAKEHOLDERS

The standards and processes described above are the result of intense collaboration with stakeholders. The NC Professional Teaching Standards Commission designed the original five teacher evaluation standards and the full evaluation process. The Commission's members included teachers, school administrators, and district-level leaders, as well as representatives from the NC Association of Educators (NCAE) and the NC Principals and Assistant Principals Association (NCPAPA). In addition, teachers and leaders in the field used the instruments and processes during pilot and field tests for the NC Educator Evaluation System. The Department of Public Instruction then revised processes based on feedback gathered during the pilot and field tests.

While the NC General Assembly recently eliminated the Commission, an Educator Effectiveness Work Group created under RttT has stepped into the policy void. The Work Group brings together teachers, administrators, district office staff members, superintendents, parents, research scholars, leaders from the university system, representatives of various professional organizations, and policy analysts from not-for-profit organizations. No matter what the name of the collaborative group, NC has experienced much success in bringing together a diverse group of stakeholders to collaborate on teacher evaluation.

In addition, NCDPI is in the midst of twenty-four regional focus groups on educator effectiveness. At the first round of meetings held in September and October of 2011, staff members presented information about educator effectiveness policies enacted by the SBE, and elicited feedback about policies yet to be presented to the SBE, for example, the rating categories for the sixth and eighth standards. The teacher audiences at these focus groups have engaged in dynamic conversation with staff, and their feedback has been a key topic of conversation at meetings of the Educator Effectiveness Work Group.

The Educator Effectiveness Work Group made recommendations to the SBE on an annual evaluation requirement, the addition of the sixth and eighth standards, rating categories for the sixth and eigth standards, and the creation of an abbreviated evaluation option. The work group also recommended the use of the Education Value-Added Assessment System (EVAAS) for sixth and eighth standard ratings. EVAAS is a customized software system available to all NC school districts. EVAAS provides diagnostic reports quickly to district and school staff. The system basically answers the question of how effective a schooling experience is for students.

Because all school districts in NC use the statewide evaluation instrument, and all have committed to full implementation of RttT policies, policies recommended by the Work Group and enacted by the SBE reach all schools and teachers in NC.

ADOPTION OF THE GUIDELINES: SUPPORTING IMPLEMENTATION OF THE EDUCATOR EVALUATION SYSTEM THROUGH POLICY CHANGES

The true potential for change in educator evaluation is not through projects funded by RttT, but rather through policy changes that will be enacted under its reform agenda. These changes are outlined in Table 6.

Table 6: Educator Evaluation-Related Policy Reforms Under Race to the Top

- Policy Changes to the Educator Evaluation System and Process
  The SBE added a sixth standard on student growth to the instrument and mandated that all local school boards require that all teachers be evaluated annually, either with a full evaluation or the abbreviated evaluation option. The SBE added an eighth standard on student growth to the instrument for administrators (July 2010).

- New Policy Definitions on Educator Effectiveness Status
  An effective teacher is one whose student growth meets expectations and whose ratings on Standards One through Five are all at least proficient. A highly effective educator is one whose student growth significantly exceeds expectations and whose ratings on Standards One through Five are all at least accomplished. An effective administrator is one whose school's student growth meets expectations and whose ratings on Standards One through Seven are all at least proficient. A highly effective administrator is one whose school's student growth significantly exceeds expectations and whose ratings on Standards One through Seven are all at least accomplished. The SBE considered the definitions for educator effectiveness statuses outlined in Table 6 at its February 2012 meeting. The Board at its March 2012 meeting endorsed the status language of highly effective, effective and in need of mprovement. For tested subject areas, every teacher and administrator with three years of student growth data will receive an effectiveness status [at least] by 2013-14.

- Policy Changes to Teacher Licensure
  To convert from a Standard Professional I License to a Standard Professional II License (after three years of teaching), a teacher must be effective (2013-14).

- Policy Changes to Teacher Career Status (Tenure)
  School boards must consider a teacher's effectiveness when granting career status (tenure) (2013-14).

- Policy Changes to Teacher Improvement
  Administrators must place a teacher with a Standard Professional II License on a monitored growth plan for one year if she is not effective. If he/she does not improve by the end of the one year, she is placed on a directed plan for one more year. If he/she still fails to improve, she is dismissed (2013-14).

- Policy Changes to Performance Review for Institutions of Higher Education
  The State will use the effectiveness of teachers as a critical part of the performance review process for in-state schools of education and teacher preparation programs (2013-14).

- Changes to Licensure, Career Status (Tenure), and Educator Improvement
  Later in the spring of 2012, the SBE will consider additional changes to policies on licensure, career status (tenure), and mandatory steps for improvement.

The State's Teacher Effectiveness Work Group will also consider other areas in which teacher evaluation can play a role, for example, in the compensation of teachers. In NC, there are three school districts that have received support from the federal Teacher Incentive Fund (TIF): the Wake County Public School System, Winston-Salem/Forsyth County Schools, and Guilford County Schools. In addition, Charlotte-Mecklenburg Schools is a partner in the Bill and Melinda Gates Foundation's Measuring Effective Teaching (MET) Project. These four school systems are using support from TIF and MET to explore merit-based pay, and the State is working closely with them to track the results of implementation and learn how it might be scaled up to the state-level.

Multiple Valid Measures in Determining Performance Levels

As previously mentioned, the SBE has already added the sixth and eighth standards to the teacher and school leader evaluation instruments. At its February 2012 meeting, the SBE considered a three-category rating scale for the new standards; the Board voted on these rating categories at its March 2012 meeting. The rating scale will be: does not meet expected growth (the lowest), meets expected growth, or exceeds expected growth (the highest).

Weighting of the Sixth and Eighth Standards

The State has adopted a conjunctive educator effectiveness model in which teachers and administrators must meet expectations on each of their standards in order to be effective. Utilizing this model eliminates the compensation for poor performance on one standard with strong performance on another. A teacher rated as distinguished on each of the standards 1 through 5 is considered "in need of improvement" if the rating on the sixth standard is "does not meet expected growth." Likewise, a teacher who is rated as "meets expected growth" on the sixth standard is considered "in need of improvement" if he or she is rated lower than proficient on any one or more of the original five standards. This conjunctive system applies to principals and assistant principals as well as teachers.

For school leaders, the rating on the eighth standard will be based on the schoolwide growth value. For teachers, the SBE is considering three options:

- Option One: 90 percent of sixth standard rating based on individual growth value; 10 percent of sixth standard rating based on schoolwide growth value.

- Option Two: 80 percent of sixth standard rating based on individual growth value; 20 percent of sixth standard rating based on schoolwide growth value.

- Option Three: 70 percent of sixth standard rating based on individual growth value; 30 percent of sixth standard rating based on schoolwide growth value.

In March, 2012, the SBE selected Option Three as the weighting for the sixth standard for the 2011-12 school year. During the spring of 2012, the State is piloting a team growth value with forty-seven (47) school districts. Those same school districts will also complete a pilot administration of the Tripod Project's student surveys offered by Cambridge Education. Depending on the results of the two pilot programs, student survey results and a team growth value will become parts of the sixth standard where appropriate starting in the 2012-13 school year in addition to the individual growth value and a schoolwide growth value.

Student Growth Values (Spring 2012)
At its February 2012 meeting, the SBE voted to use the SAS Institute's EVAAS model to generate student growth values used for educator evaluation where the appropriate test data exist. The SBE based its decision on two reports: a technical comparison of eight value-added models by the University of North Carolina, and a policy analysis report completed by WestEd. The first report identified three value-added models as technically strong enough to be used for high-stakes accountability for teachers; the EVAAS model was one of the three. WestEd then recommended the use of EVAAS after the consideration of a number of other criteria, for example, the ease of statewide implementation.

Effectiveness Statuses (Spring 2012)
The SBE considered the definitions for educator effectiveness statuses outlined in Table 6 at its February 2012 meeting and approved the status definitions at the March 2012 meeting.

Changes to Licensure, Career Status (Tenure), and Educator Improvement (Late Spring 2012)
Later in the spring of 2012, the SBE will consider changes to policies on licensure, career status (tenure), and mandatory steps for improvement, as outlined in Table 6.

Adoption of the Guidelines: Supporting Implementation of the Educator Evaluation System through Program Initiatives

Development of Measures of Student Learning (Spring 2012)
With the inclusion of the sixth standard for teachers, there is a need for statewide standardized measures of student growth for all areas of the curriculum. NC already administers End-of-Grade and End-of-Course exams in grades 3 through 8 in English Language Arts, one year of high school English Language Arts, grades 3 through 8 in mathematics, one year of high school mathematics, grades 5 and 8 in science, and high school biology. In addition, the Career and Technical Education (CTE) program administers summative CTE Post Assessments for all of its courses.
Based on data from 2010-11, the above assessments cover about approximately 40 percent of NC's teacher workforce. For the remaining 60 percent of teachers, the State has embarked on the design of Measures of Student Learning, which will be statewide assessments for any currently non-tested areas of the Common Core State Standards, NC Essential Standards, and Occupational Course of Study and Extended Content Standards for Exceptional Children. NC has created fifty-two teacher design groups with over 800 teachers representing 105 of the State's 115 districts, as well as charter schools, higher education, the NC Virtual Public School, and the schools in the Department of Juvenile Justice and Delinquency Prevention.

Per the original RttT plan, each district in the state was to design its own set of assessments to be used to measure student growth. Many of the state's LEAs expressed reasonable concern about capacity, particularly a lack of staff members skilled in assessment design and psychometrics. While some larger LEAs were prepared to embark on this work, smaller systems advocated for a larger state role in the process.

The USED approved an amendment to NC's RttT plan that allowed the state to use school-wide growth to populate the sixth standard rating for teachers in currently non-tested grades and subjects for the 2011-12 school year. Under the amendment, NC is using the 2011-12 school year as a development year for statewide, common Measures of Student Learning (MSL).

This design process contains three phases. During the first phase, NCDPI brought together the 800 teachers for a beginning work session. The teachers received training on the Common Core and Essential Standards, as well as assessment design. They then completed three feedback protocols in which they analyzed each standard in terms of how to best assess it. For this process, NCDPI divided all non-tested areas of the curriculum into fifty-four (54) content-specific work groups. On each group, there was at least one teacher with experience teaching English learners, one teacher with experience teaching gifted students, and one Exceptional Children's teacher. NCDPI's psychometricians then combined the feedback from the teachers to generate blueprints for all of the MSLs.

The NCDPI is partnering with the Center for Urban Affairs Technical Outreach for Public Schools (TOPS) at North Carolina State University on this design work. During the second development phase, content and assessment experts at TOPS will design assessment items based on the blueprints. The NCDPI has worked with TOPS on the design of its state assessments for over 20 years and, therefore, already has established protocols and procedures in place for this kind of work. When the items are completed, the teachers will return for the third phase: vetting of items that have been generated.

NCDPI and TOPS staff will then take the items and assemble into forms for administration. Current plans include two forms for each school year: one operational form and one used in cases of misadministration with the first form. Two new forms will be available each school year.

While NCDPI will provide a detailed guide on best practices in assessment, the districts are ultimately responsible for the administration and scoring of the MSLs. NCDPI has been a facilitator of this critical work, but these new MSLs are not additions to the NC Testing Program and will not be used in school accountability. Instead, they function more like the State's Career and Technical Education post-assessments in which the exams are administered statewide under guidance from the state.

NCDPI and the SBE clearly recognize the need for training on administration practices that will result in fair and valid results to be used in the sixth standard rating for teachers. While the introduction of performance-based items does increase the risk for bias in grading, the use of these types of items will better assess the extent to which students are exhibiting the higher-order thinking called for in the new content standards. The NC Technical Advisors have provided feedback on the plan for the design and administration of the MSLs, and NCDPI is incorporating their suggestions into the plans.

The State is also hosting a series of focus groups with EL teachers. Administrators evaluate these teachers with the teacher evaluation instrument, but measuring these teachers' contributions to student learning can be more challenging. These teachers will discuss the use of the ACCESS exam as a means to measure the growth of their students. For special education teachers, the Measures of Student Learning will cover the Occupational Course of Study, as well as the Extended Content Standards. However, some special education teachers provide curriculum support to teachers, teach in an inclusion setting, or provide consultative services to students. Again, teachers will guide the discussion on how to measure student growth fairly; they will consider the results of a pilot program in ten school districts to make their recommendation. In these ten school system, teachers will receive student growth data in a number of ways: school-wide, students they support on their caseload, teachers they assist, and class-wide for those who teach in an inclusion setting. These teachers will discuss data and how the various methods do, or do not, reflect their impact on student learning before recommending a method to the Educator Effectiveness Work Group.

Licenses for Use of the Online Evaluation System

As a Race to the Top recipient, NC is using Race to the Top funding to continue its reform efforts in the area of teacher evaluation. Race to the Top funds provide school districts with unlimited licenses to access the online educator evaluation tool. Additional funding will also be used to support the programming needed to include the sixth and eighth standards and the abbreviated evaluation option in the online tool.

Targeted Professional Development

The Department of Public Instruction's Professional Team has already completed an online module that teachers across the State can access. This module guides educators through the evaluation process, and provides detailed information on each of the evaluation standards and its constituent elements and indicators. A similar module on the school administrator process and instrument is in the final development stages.

Currently, teachers can access online professional development opportunities aligned to the evaluation standards from the Professional Development Repository. As the Instructional Improvement System launches in the coming years, it will also include a Professional Development Learner Management System that will automatically suggest customized professional development (virtual and in-person) depending on observation and evaluation results. Principals will have access to an interface that allows them to track the professional development being pursued by staff.

Training for School Administrators

NC is home to three innovative training programs for school administrators. Three programs target areas of the state where recruitment of high-quality administrators often proves challenging: the Sandhills Leadership Academy, the Piedmont-Triad Leadership Academy, and the Northeast Leadership Academy. These three academies all target effective teachers (with the evaluation instrument as one identification tool) and provide them with training and internship experiences that prepare them to assume leadership of a low-performing school in that region. The training specifically focuses on, and aligns learning experiences, with the school leader evaluation standards. In addition, the principal interns receive training on the use of the teacher evaluation instrument and collaborate to ensure inter-rater reliability in the use of the rubric.

For principals and assistant principals already serving in schools, the NC Principal and Assistant Principal Association provides intensive professional development through the Distinguished Leadership in Practice program. This program not only emphasizes the school leader evaluation standards, but also brings leaders together in communities of practice to discuss how they evaluate their teachers. School leaders can also seek professional development from the Department's fifteen Professional Development Leads, all of whom have received extensive training on the process and use of the observation rubric.

Lastly, the Department of Public Instruction is in the final hiring stages for a permanent, full-time staff member to work on additional administrator training for the evaluation process for teachers. This individual will conduct in-person trainings on the use of the tool, but will expand his or her reach through webinars and online training opportunities. Another key goal for this new staff member is the development on an online database of classroom videos that can be used for "norming" ratings on the rubric. Lastly, NC will design a certification process that school leaders can complete to demonstrate that they have been trained on the use of the process and rubric, and complete observations and ratings with a high-level of fidelity to the instrument.

Accountability System for Institutions of Higher Education

In the fall of 2012, the Department of Public Instruction will publish "report cards" for all in-state public and private schools of education. The report cards will include information on the programs themselves, such as number of faculty and programs offered, as well as outcomes for graduates, including measures of how quickly graduates find employment and the percentage of graduates that pass required PRAXIS exams. An important element of the report card will be a section on the effectiveness of the program graduates; this section will provide data for the last three years of graduates, including ratings on the evaluation standards and a mean value-added score. Please see **Supplemental Attachment G** for a draft of a teacher preparation program report card.

Increasing Supply of Effective Teachers in High-Needs Areas

The State is supporting a number of programs intended to increase the number of effective teachers in low-performing schools that often struggle to staff classrooms with high-quality educators. Teach For America is using financial support from Race to the Top to expand the number of teachers it places in the rural northeastern region of the State. The State is also using the Teach For America training model to launch a NC Teacher Corps, which will provide science, math, and special education teachers to struggling school districts not currently served by Teach For America. Through a contract with a vendor, each of the low-performing school districts will be able to use a customized recruitment and retention plan that highlights the communities' individual strengths and focuses on bringing high-quality educators to the districts.
Through a contract with a vendor, each of the low-performing school districts will be able to use a customized recruitment and retention plan that highlights the communities' individual strengths and focuses on bringing high-quality educators (as measured through the NC Educator Evaluation System) to the districts, as well as retaining effective educators already working in the local education agencies.

There are also two financial incentive programs to encourage effective experienced educators to move to low-performing schools and districts. Any teacher with a Standard Professional II license who has been rated as "proficient" on all standards of the evaluation instrument is eligible

for a $5,300 yearly voucher to be used for housing, repayment of student loans, or tuition for an advanced degree. Additionally, during the 2010-11 and 2011-12 school years, all certified staff members at low-performing schools that make high growth are eligible for a $1,500 bonus. In the 2012-13 and 2013-14 school years, the bonus will increase to $2,000 and shift to the classroom-level; only individual classroom teachers whose students make high growth will receive bonuses.

Support for Beginning Teachers – Induction Program

Per NC State Board of Education policy, all beginning teachers participate in a three-year induction program. During the three years, they have a formal orientation, mentor support, more frequent formative observations, and yearly summative evaluations. Additional information about the beginning teacher support program is available to the public and accessible at http://www.ncpublicschools.org/recruitment/beginning/.

With Race to the Top support, beginning teachers in the State's low-achieving school districts and schools are receiving more intensive support through a New Teacher Support Program run by the University of North Carolina General Administration. Teachers in this program attend a week-long intensive orientation together, receive coaching and mentoring during the school year, and attend six day-long professional development sessions on Saturdays. The goal of the New Teacher Support Program is to increase the effectiveness of these teachers as demonstrated by their ratings on the NC Educator Evaluation System and their contribution to student learning.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

North Carolina has already completed what can be the most challenging part of implementing an educator evaluation system, the creation and launch. After the adoption of the NC Professional Teaching Standards, NCDPI moved on to the design of an evaluation rubric and the development of a web-based system built on those standards.

In December of 2009, the SBE adopted the NC Educator Evaluation System (NCEES). NCEES is a statewide evaluation system that includes assessment instruments for completing the principal, assistant principal, and teacher evaluations. Beginning with the 2010-11 school year, all LEAs and charter schools were required to implement the NCEES instruments.

In September of 2010, NCDPI launched the NCEES Online Evaluation System, a web-based version of NCEES developed in collaboration with the Mid-continent Research for Evaluation and Learning (McREL). The system allows teachers to complete their own self-assessments, and principals to access the information from any location. The tool also allows principals and central office staff to view the status of each teacher's evaluation, aggregate data and customize reports, track teacher performance longitudinally, and complete and submit reports to the district or state.

Use of this electronic system will provide the state and researchers with access to teacher and principal evaluation information which can be linked to a variety of other variables, including student outcomes and teacher preparation programs.

The system was piloted intensively, revised based on feedback, and then utilized as part of a more expansive field test. The first stage of the pilot took place during the 2008-09 school year, with thirteen (13) districts participating. In the 2009-10 school year, an additional thirty-nine (39) systems joined, with sixty-three (63) joining in 2010-11. NCDPI monitored district progress on the use of the NCEES Online Evaluation System throughout the pilot and in the 2011-12 school year, all districts and charter schools are required to complete all parts of the process in the online system.

To ensure that districts and charter schools implement teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines, the State must continually monitor the implementation of the NCEES. For beginning teachers, monitoring is completed by the State's Regional Education Facilitators who complete desk and on-site reviews to ensure district compliance with beginning teacher support programs including the evaluation of teacher effectiveness.

As specified in SBE Policy TCP-A-004, each LEA/charter school must develop a plan and provide a comprehensive program for initially licensed teachers. The plan must be approved by the local board of education or governing board. In compliance with the Excellent Schools Act and subsequently General Statute (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.

Information on Beginning Teacher Support Monitoring Materials is available to the public and accessible at http://www.ncpublicschools.org/recruitment/materials/.

To monitor the fidelity of implementation of the evaluation process for all educators, NCDPI utilizes a number of reports generated within the NCEES Online Evaluation System. District-level staff persons can also review school-level data to review use of the system and tools. For each report, results are monitored at the State, district, and school level. Reports are generated 1) in aggregate (e.g., statewide, district-wide, etc.); and 2) by each individual standard. A sample list of reports are as follows:

- Report of Teacher Evaluation Ratings
- Report of Probationary Teacher Self-Assessments, Observations & Professional Development Plans
- Report of Probationary Teacher Evaluation Ratings
- Report of Principal/Assistant Principal Self-Assessments & Goal Setting
- Report of Principal/Assistant Principal Evaluation Ratings

The data accessed through these reports allow the State to monitor the use of the NCEES as well as identify trends in ratings that can be used to design necessary professional development, including how to use the tool and complete the rubric with fidelity. Based on periodic reviews conducted during 2011-12, NCDPI will establish a quarterly review schedule for 2012-13.

Additional information on NCEES is available to the public and accessible at http://www.ncpublicschools.org/profdev/training/online-evaluation/.

ESEA Flexibility Waivers

Paula Langill
Sent: Wednesday, October 12, 2011 4:22 PM
To: title_1_directors@lists.dpi.state.nc.us
Attachments: PUBLIC NOTICE_eseaflexibi~1.docx (20 KB)

Dear Title I Directors,

As you may be aware, the North Carolina Department of Public Instruction (DPI) intends to apply for waivers to the Elementary and Secondary Education Act (ESEA) through the US Department of Education's provisions for ESEA Flexibility. If approved, the waivers would be in effect beginning with the 2012-13 school year. The waivers do not impact requirements for Title I School Improvement and LEA Improvement this year. A copy of the public notice is attached.

In order to provide you with additional information about what the waivers may mean to State and local programs, we will conduct two short webinars. If you would like to participate, please use the links below to register for one of these webinars. After registering you will receive a confirmation email containing information about joining the Webinar.

Information on ESEA Flexibility, including the ESEA Flexibility FAQs, is posted at http://www.ed.gov/esea/flexibility. As DPI develops its proposal, your feedback is both welcomed and valued.

Best regards. ---D

Title: *ESEA Flexibility*
Date: Monday, October 17, 2011
Time: 3:00 PM - 4:00 AM EDT
https://www1.gotomeeting.com/register/853149992

Title: *ESEA Flexibility*
Date: Monday, October 24, 2011
Time: 10:00 AM - 11:00 AM EDT
https://www1.gotomeeting.com/register/122584273

Donna Brown
Section Chief
Federal Program Monitoring

NC Department of Public Instruction

Academic Services & Instructional Support
6351 Mail Service Center
Raleigh, NC 27699-6351
[P] 919.807.3959
[F] 919.807.3968

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

PUBLIC NOTICES 2011-12 :: OCTOBER 13, 2011

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION REQUESTS WAIVER TO ESEA

Notice is hereby given that the North Carolina Department of Public Instruction (NCDPI) will submit a request for all applicable waivers of the Elementary and Secondary Education Act (ESEA) offered through the U.S. Department of Education's ESEA Flexibility. The waivers will provide the state with flexibility as it relates to specific requirements of the No Child Left Behind Act of 2001 (NCLB). These waivers would allow the State Education Agency (SEA), the state's local educational agencies (LEAs), and schools to better focus on improving student learning and increasing the quality of instruction.

By submitting this request, the NCDPI requests flexibility through waivers of the ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements.

- The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the state's proficient level of academic achievement on the state's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the state, LEAs, schools, and student subgroups.

- The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

- The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

- The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

- The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or

interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

- The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the state's priority and focus schools.

- The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's Reward Schools.

- The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

- The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the state's priority schools.

- The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (i.e., before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

The state believes that the requested waiver(s) will provide educators and state and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant state and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness. If approved, the waivers would be in

effect beginning with the 2012-13 school years and remain in effect through the 2013-14 school year.

The public is invited to review and comment on the waivers being requested by Oct. 26, 2011. Interested persons may present their written comments to:
Donna Brown, Section Chief
Federal Program Monitoring
MSC# 6351
Raleigh, NC 27699-6351

Note to Reviewers: See GCS 3 – Common Core Standards on Pages 157 & 158

Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
June 2, 2010

The North Carolina State Board of Education met and the following members were present:

William Harrison, Chair
Wayne McDevitt, Vice Chair
Walter Dalton, Lieutenant Governor
Janet Cowell, State Treasurer
Melissa Bartlett
Christine Greene
Shirley Harris
Kevin Howell
Reginald Kenan
Tom Speed
John Tate
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
George Litton, Local Board Member Advisor
Jack Hoke, Superintendent Advisor
Vann Pennell, Principal of the Year Advisor
Jessica Garner, Teacher of the Year Advisor
Cindy Rigsbee, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

Chairman William Harrison called the Wednesday session of the June State Board of Education meeting to order and declared the Board in official session.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chair Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chair then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chair. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Chairman Harrison noted the absence of Board member Reginald Kenan explaining that he was representing a client in a trial.

Closed Session

Chairman Harrison asked for a motion to convene in closed session.

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to consult with our attorneys on attorney-client privileged matters and to consider the handling of cases involving Alexa Molden vs. the State Board of Education and the Academy of Moore County vs. the State Board of Education, and to consider the qualifications, competence, performance, character, fitness, conditions, or appointment of conditions of initial employment of a current or perspective public officer or employee.

Following the closed session, the Board reconvened in open session. Chairman Harrison requested a motion to approve the Board and the Department becoming governing members of SMARTER Balanced Assessment.

Mr. John Tate made the motion, Ms. Christine Greene seconded the motion. Vice Chairman Wayne McDevitt recused himself from the discussion and vote. All other members voted unanimously in favor of the motion.

With no other business on the agenda, Chairman Harrison requested a motion to adjourn.

Upon motion made by Mr. Kevin Howell, and seconded by Ms. Shirley Harris, the Board voted unanimously to recess the State Board of Education meeting until Thursday, June 3, at 9:00 a.m.

Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
June 3, 2010

The North Carolina State Board of Education met and the following members were present:

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Wayne McDevitt, Vice Chair
Walter Dalton, Lieutenant Governor
Janet Cowell, State Treasurer
Melissa Bartlett
Christine Greene
Shirley Harris
Kevin Howell
Tom Speed
John Tate
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
George Litton, Local Board Member Advisor
Jack Hoke, Superintendent Advisor
Vann Pennell, Principal of the Year Advisor
Jessica Garner, Teacher of the Year Advisor
Cindy Rigsbee, Teacher of the Year Advisor

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Chairman Harrison noted the absence of Board member Reginald Kenan explaining that as an attorney, Mr. Kenan was scheduled for court the entire week with a case.

Chairman Harrison recognized Board member Kevin Howell to lead the Board with the Pledge of Allegiance.

MINUTES

Chairman Harrison asked for a motion to approve the minutes of the May 5-6, 2010, State Board meeting.

Discussion/Comments:

- There was no discussion.

Mr. Kevin Howell made a motion to approve the minutes of the May 5-6 meeting. Seconded by Mr. John Tate, the Board voted unanimously to approve the minutes of the May 5-6 meeting as presented.

SPECIAL PRESENTATION

- **PRESENTATION on the JOBS Report**
  - **Lieutenant Governor Walter Dalton**

Lt. Governor Dalton prefaced his report by explaining that JOBS is an acronym for Joining Our Businesses and Schools Commission. The JOBS Commission was created by the General Assembly with the intent of strengthening the ties between public education and local economic needs. The Study Commission is composed of 16 members including leaders in education, industry and legislators. Lt. Gov. Dalton recognized the following members of the Commission who were present in the audience: Mr. Grant Godwin, Ms. Felecia Gray Watson, Mr. Karl Rectanus, Senator Harry Brown, Ms. Carolina McCullen, and Dr. Tony Habit.

Providing historical background on the creation of the Commission, Lt. Gov. Dalton noted that the JOBS Commission was an extension of the Innovative Education Initiatives Act enacted by the General Assembly in 2003. The Innovative Education Initiatives Act gave a statewide impetus to the creation of Early College High Schools. He noted the success of the Early College High Schools in North Carolina (seventy have been opened) and how the program is serving as a model for the nation. The dropout rate is almost zero, the high school and college completion rates are up. Lt. Gov. Dalton recognized Mr. Ryan Kabatchnick, Guilford County, as the success stories involved in the Early College High School.

The JOBS Commission was established to study issues related to economic development, and the benefit workforce development and preparation might derive from the implementation of innovative high schools. SL 2009-339 directed the Commission to prioritize and customize career clusters, identify additional career paths, and report its recommendations to the State Board of Education. The Commission was also directed to study the implementation of pilot programs in the seven economic development regions of the state that will best suit the needs of the regions and prepare students for the increasing academic demands of the global economy. In addition, the Commission was directed to study issues related to economic growth by the creation of measures and metrics which define the readiness of a community to deliver to all stakeholders the services that equip the workforce to be competitive in a STEM intensive economy, including ensuring that students throughout the education pipeline gain the skills learned from science, technology, engineering, math, and other rigorous subjects.

Lt. Gov. Dalton provided an overview of the findings and recommendations included in the interim report to the Joint Legislative Education Oversight Committee and to the 2010 General Assembly. He noted that the JOBS Commission will continue its work for the next couple of years and will continue to look at Superintendent Atkinson's Career-Ready Commission's recommendations.

Lt. Gov. Dalton explained that three recommendations are currently floating through the General Assembly.

1. A pilot program in the Southeast Region to be located in Cumberland County for a Language Global Studies Early College. Support and technical assistance for the school will be provided by the New Schools Project, the Center for International Understanding, World View, and the Visiting International Faculty (VIF) program, Fayetteville Technical Community College and Fayetteville State University. Noting that support for development of this program has been expressed by military leadership at Fort Bragg, Lt. Gov. Dalton recognized Colonel Paul Burton (U.S. Army, Fort Bragg) who was present in the audience. He also recognized Ms. Millie Ravenel (Center for International Understanding) who was also present.

2. A pilot program in the Research Triangle Region to be operated in partnership between Wake County Schools, NC State University, and other private entities as a STEM Early College focused on the Grand Challenges, with an engineering and energy-themed curriculum. Anticipated project partners for the pilot school include the New Schools Project, Progress Energy, SAS, the Professional Engineers of North Carolina, NC STEM (MCNC) Collaborative, and other energy companies.

3. A pilot program focused on Biotechnology and Agriscience in the Northeast Region to be located at the Vernon G. James Research & Extension Center in Washington County, operated in cooperation with NC State University, NC Research Campus, and multiple local school administrative units located in that region. The New Schools Project is currently working with Dr. David Peele, President of Avoca Farms, and other education and business leaders on the plans.

In closing comments, Lt. Gov. Dalton noted next steps for the JOBS Commission. He stated that the Career-Ready Commission Report, shared by Dr. Atkinson, proposed aligning the eight school board districts with the seven economic development regions. A legislative proposal has been submitted to add State Board of Education members as non-voting ex-officio members of the JOBS Commission for each of the seven economic development regions. Board members were provided with a copy of the full report.

- **INNOVATIVE Approaches to Challenges in Today's Urban Systems**
  - **Dr. Peter Gorman, Superintendent, Charlotte-Mecklenburg Schools**

Utilizing a PowerPoint presentation, Dr. Gorman provided a report about what Charlotte-Mecklenburg Schools (CMS) is learning about effective teachers. Dr. Gorman noted that the reform model is research based and in alignment with the CMS Board of Education's policies and procedures resulting in increased student achievement and learning. In addition to describing value-added measures as the ability to compare in an objective way the performance of teachers, which is just one measure of teacher effectiveness, Dr. Gorman provided data and challenges associated with these measures. Teacher effectiveness involves cultural change emphasizing performance rather than proxies for performance. Research shows that proxies used in the past are extremely weak, and that emphasizing performance rather than qualifications will change everything. Dr. Gorman provided a comprehensive overview of the data and research findings. He also provided the direct link to the research conducted in partnership with Harvard Center for Education Policy Research https://extranet.cms.k12.nc.us/news/stories/internetNews/pdf/2A25A201075816PM.pdf . The research was funded by the Gates Foundation.

AWARD PRESENTATION

- **NORTH Carolina's 2009 Milken Family Foundation National Educator Award**
  - **Ms. Cynthia Rudolph, Biology Teacher, Hopewell High School, Charlotte-Mecklenburg Schools**

Chairman Harrison prefaced this presentation by explaining that the Milken Educator Awards were established by Milken Family Foundation Chairman Lowell Milken to provide public recognition and individual financial rewards of $25,000 to elementary and secondary teachers, principals and specialists who are furthering excellence in education. The awards alternate each year between elementary and secondary educators; its recipients are honored and celebrated in early to mid-career for what they have achieved and for the promise of what they will accomplish. The Milken Educator Awards is now the nation's preeminent teacher recognition program. It has honored more than 2,400 educators from coast to coast with over $60 million in unrestricted cash awards for the personal use by the award winning teachers.

Chairman Harrison expressed honor to make the official presentation to the 2009 winner of the Milken Family Foundation National Educator Award, Ms. Cynthia Rudolph. Often referred to as the "Academy Award of Teaching," Ms. Rudolph is a most-deserving winner of this prestigious award, as she co-teaches two biology inclusion classes as well as honors classes and is noted for her unconventional and successful teaching techniques at Hopewell High School. She challenges students to get out of their "comfort zone" to increase their academic achievement. She integrates art, dance and song into her classes to accomplish this goal; and test results for her inclusion classes show all of her students exceed state standards.

Joined by her superintendent, Dr. Peter Gorman, Ms. Rudolph was invited forward to receive the Milken Educator Award (a crystal obelisk and plaque) from Superintendent Atkinson and Chairman Bill Harrison. The presentation was photographed.

FEDERAL LEGISLATION UPDATE

- **Mr. Leigh Manasevit, Partner, Brustein and Manasevit, Attorneys at Law, Washington, DC**

Utilizing a PowerPoint presentation, Mr. Manasevit provided a comprehensive update of the status of the Reauthorization of the Elementary and Secondary Education Act (ESEA). He spoke about the timeline for reauthorization for the broad issues as well as the views of Secretary Duncan in terms of where he would like to see reauthorization go.

According to Mr. Manasevit there are several questions on the table. Is ARRA a "pre-authorization" reform model? And will Secretary Duncan lead? He described the four core education reform priorities as

1) Human capital: teachers and principals
2) Quality and use of academic data to drive instruction
3) Common standards and valid/reliable assessments
4) School interventions (and charter school innovation).

Mr. Manasavit also spoke briefly about the political state and its affect on the reauthorization. Going forward under the Secretary's lead, in addition to program changes, the following areas are subject to fiscal changes: reexamine comparability; reconsider the fundamental structure of federal fiscal support, and is the 1965 ESEA model appropriate to the contemporary education reform focus? In terms of the timeline, reauthorization will not occur in this Congressional term; the earliest will be January 2011.

Mr. Manasevit spoke about The ESEA Proposal "A Blueprint for Reform" noting that

- instead of labeling failures, we will reward success. Instead of a single snapshot, we will recognize progress and growth.

- the blueprint for reauthorization is not only a plan to renovate a flawed law but also an outline for a re-envisioned federal role in education.

He also provided an overview for each of the seven sections included in the Blueprint for Reform.

- College- and Career-Ready Students
- Great Teachers and Great Learners
- Meeting the Needs of Diverse Learners
- A Complete Education
- Successful, Safe, and Healthy Students
- Fostering Innovation and Excellence
- Additional Cross Cutting Priorities

SPECIAL PRESENTATION

- **Outgoing State Board of Education Advisors**
  - Ms. Cindi Rigsbee, SBE Teacher of the Year Advisor
  - Mr. Vann Pennell, SBE Principal of the Year Advisor
  - Mr. Jack Hoke, SBE Superintendent Advisor

The advisors listed above were recognized with a plaque for their contributions and service to the State Board of Education. Board members expressed appreciation for their valuable input and commitment to the Board. Each of the advisors expressed privilege for having the opportunity to work with the State Board of Education. The presentations were photographed.

KEY INITIATIVES REPORTS AND DISCUSSION

- **ACRE Update – Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction and Technology Services) and Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)**

Ms. Quick prefaced her report by referring SBE members to their ACRE Status Report located in the black notebooks. At this time, all major work streams are on track with the exception of the Phase II Essential Standards Development work. She noted that the GCS Committee received a report on Wednesday regarding three major projects including the Accountability Model, the Writing Instructional System and the Common Core and Essential Standards. In May, the Department launched its first professional development with NC FALCON. Good response has been received from the field and inquiries have been received from IHEs' colleges of education about using NC FALCON in their assessment coursework. Two weeks ago, Board members received a report about online assessments in a Friday Update. Ms. Quick encouraged Board members to use that report as a reference and foundational document over the next few months. The Department is moving toward online assessments and making sure that schools and teachers are able to utilize some of the resources and support materials the Department will provide with the Common Core and new assessment work. There is a logistical concern with all of this work that the majority of our LEAs are not at the top level of readiness moving forward with online testing, materials and resources. Next week, Board members will receive a foundational report "white paper" created by staff around a new type of testing. "Computer Adaptive Testing" is a primary focus of our Consortium work with the SMARTER Balanced Assessment Consortium, according to Ms. Quick. With Computer Adaptive Testing, students would be taking assessments that are customized to their individual ability levels.

Dr. Garland reported that in 2011, TIMSS (Trends in International Mathematics and Science Study) and NAEP (National Assessment of Education Programs) will be administered at the same time. The U.S. Department of

Education is going to take that opportunity to try to link the two assessments. North Carolina is one of eight states that have been invited to participate in this validation study. According to Dr. Garland, our students will be able to take the TIMSS assessment with no cost to the state, a benefit of about $600,000. In terms of international benchmarking, this will allow North Carolina to link student performance to nearly 60 countries around the world. In addition Dr. Garland noted that last year the General Assembly allotted $3 million for the ACRE project. Since the Common Core State Standards intervened in the middle of the ACRE process, the Department did not want to waste state resources; therefore, there are still funds available in the testing allotment this fiscal year. It will cost approximately $430k to have our 4th graders participate in the NAEP assessment which will be beneficial because in four years when those students participate in the 8th grade NAEP, we will be able to look at a cohort analysis of our students and how they improved internationally across four years. The funds will revert if not allocated by June 30.

- **District and School Transformation Update – Dr. Pat Ashley (Director, District and School Transformation)**

Chairman Harrison announced that this update was cancelled since Dr. Ashley decided not to use the presentation she had prepared due to the poor quality of the video.

- **Performance Navigator – Mr. Adam Levinson (Director, Policy and Strategic Planning)**

Mr. Levinson recognized Mr. Mike Martin to lead this discussion. Mr. Martin reminded Board members that the purpose of this tool is to align the work of the Agency to the Board goals and to provide transparency. This month Board members will hear from two divisions about their work and how they measure success. Mr. Martin recognized Mr. Jack Stone, Director, Human Resources Division, for his report.

Human Resources Division
Utilizing a PowerPoint presentation, Mr. Stone highlighted the priorities of the Human Resources Division emphasizing two areas: 1) Build the Department's management infrastructure and 2) Strengthen recruitment, talent identification, and selection capacity.

Mr. Stone reported specifically about the following priority goals, the activities to meet each goal as well as the status of each goal. The goals include

- Provide support so that all managers within the Department of Public Instruction demonstrate excellent performance in staffing decisions. Specifically, managers will identify and select individuals whose education and work history success are demonstrably related to the position requirements, recruitment advertisement, and current business needs.
- Ensure all managers are “proficient” on the standards that are developed for an effective manager.
- Reduce the average time that staff vacancies remain unfilled.
- Establish an acceptable level of service to the school districts who request policy guidance.

Career and Technical Education (CTE)
Also, utilizing a PowerPoint presentation, Ms. Rebecca Payne, Director, Career and Technical Education, reported specifically about five priority goals for Career and Technical Education, the activities to meet each goal as well as the status of each goal. The goals include

- All CTE concentrators will graduate within four years of entering ninth grade.
- All CTE concentrators will graduate ready for work and postsecondary education.
- All CTE concentrators will exit high school with high academic and technical skills.

- CTE teachers and other educators will be provided professional development focused on needs identified by performance indicators, and High Schools that Work (HSTW), Tech Prep, Career Clusters, and business and industry data.
- CTE stakeholders will use data to align federal, state, and local priorities, plan improvements, and report performance.

INFORMATION AGENDA

HEALTHY, RESPONSIBLE STUDENTS
(Ms. Tricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

INFORMATION
HRS 1 – Allies Promoting Health and Academic Achievement
Policy Implications: N/A

Presenter(s): Ms. Paula Hudson Collins (Chief Health and Community Relations Officer, DPI), Dr. Dave Gardner (Section Chief, NC Healthy Schools Section) and Dr. Rebecca Reeve (Senior Advisor for NC Healthy Schools, Division of Public Health, DPH/DHHS)

Description:
North Carolina data showing a link between a student's health status and academic achievement will be presented. In addition, the collaborative efforts of health promotion and prevention work between DPI and DPH will be discussed.

Discussion/Comments:
- HRS Committee Chair Patricia Willoughby prefaced this presentation by noting the ongoing partnership between DPI and the Division of Public Health, DHHS. In addition, she noted that Dr. Peter Gorman, Superintendent, Charlotte-Mecklenburg Schools, who presented earlier this morning was named the 2009 NC Healthy Schools Superintendent of the Year. Chair Willoughby recognized Ms. Collins to introduce the presentation.
- Ms. Collins spoke briefly about the book titled "SPARK" which was provided by the Council of State Government funding for each of the Board members. She introduced Drs. Gardner and Reeve to share some of the data linking health and academic achievement for our students and the collaborative efforts between DPI and DPH.
- Dr. Gardner reported growing evidence from the fields of education, public health and the business community that economic stability, health status and health risks, and education success and academic achievement are all interrelated to one another. It is also becoming more evident when you look at public education, public health and economic goals across the country that they all have similar kinds of focuses, according to Dr. Gardner. Examples where public health professionals are looking more closely at how their specific health focuses impact academic success and achievement and education goals such as increasing graduation rates include the Healthy People 2010 goal and the Developing Healthy People 2020 goals which are national and state public health goals.
- Since 1998, North Carolina has received funding from the Division of Adolescent School Health which is a division of the Centers for Disease Control (CDC) and Prevention to support a coordinated school health approach. This approach takes the attitude that a lot more can be achieved in terms of improving the health and academic success of students if we work in a collaborative effort. This model demonstrates that there are eight Components of a Coordinated School Health Approach
  1. Comprehensive School Health Education
  2. Physical Education and Physical Activity

3. School Health Services
4. Nutrition Services
5. Counseling, Psychological & Social Services
6. Healthy School Environment
7. School-site Health Promotion for Staff
8. Family & Community Involvement

To support the movement of these resources into a blended concept, North Carolina developed a NC Healthy Schools Infrastructure made up of a NC Healthy Schools Cabinet, a NC Healthy Schools Forum, a NC Healthy Schools Leadership Assembly, and School Health Advisory Councils.

- Dr. Reeve provided data findings for the 2009 Four-year Cohort Graduation Rates by Student Subgroup, Health Risk Behaviors and Academic Grades - NC High Schools and Middle Schools 2007 Youth Risk Behavior Survey (YRBS), and School Success and Healthy Weight- NC High School YRBS 2007.
- In addition, Dr. Reeve spoke briefly about the 2009 DPI Interns' Study "Exploring the Relationship between Healthful Living and Graduation Rates, July 2009." Findings include no statistically significant relationship between a student's BMI (Body Mass Index) and absences, and a significant inverse relationship between a student's BMI and performance on the Algebra I End-of-Course exam. The study can be found in its entirety at http://www.ncpublicschools.org/docs/intern-research/reports/healthstudy.pdf.
- CDC has developed School Level Impact Measures (SLIMs) which are common national measures of school health progress. There are 46 measures derived from the School Health Profiles Survey − Coordination, Health Education, Physical Education and Physical Activity, Nutrition, Tobacco, HIV and Asthma. North Carolina chose 10 priority SLIMS. This will allow us to track these measures over time to compare ourselves nationally.
- Dr. Gardner asked Board members to consider what level of support and understanding they can provide in terms of the YRBS which is administered through DPI on odd numbered years, as well as their level of support of the School Health Profile Survey, administered on even-numbered years. Both tools provide valuable data in terms of impacting academic success by impacting health and economic disparities.
- In closing comments, Ms. Collins reported that the Department received two grants from the National Association of State Boards of Education including one for Obesity Prevention and one for HIV/AIDS. Next steps also include the expansion of data-driven planning and evidenced-based practices addressing educationally relevant health disparities as well as awareness and implementation of newly legislated health related bills impacting education.
- There was no further discussion.

Recommendations:
N/A

This item is submitted for information only. (See Attachment HRS 1)

BOARD MEETING AND COMMITTEE CHAIR REPORTS

CONSENT AGENDA

Chairman Harrison moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Harrison noted that while GCS 6 - 2009-10 Addendum to the Title III State Plan was a late item, Board members did receive the material prior to this meeting. Therefore, there are three items on the Consent agenda. Chairman Harrison asked if any Board members wanted to remove any of the items from the Consent agenda. Hearing no objections, Chairman Harrison asked for a motion to approve GCS 5, GCS 6, and TCS 5 under one motion.

Upon motion by Ms. Shirley Harris, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve GCS 5 – State Hearing Review Officers, GCS 6 – 2009-10 Addendum to the Title III State Plan, and TCS 5 – Pre-Approval of Financial and Business Services' Policy Manuals as presented. (See Attachment GCS 5, GCS 6 and TCS 5)

GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair)

CONSENT
GCS 5 – State Hearing Review Officers
Policy Implications: General Statute § 115C-109.9

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction and Technology Services) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:
In 1990, the General Assembly enacted Senate Bill 2626 (an act to amend the Exceptional Children's appeal process), which established a two-tier hearing and review system for special education due process hearings. On July 1, 2006, the General Assembly amended the General Statutes and continued to provide a second tier review system for special education due process hearings. Any party who disagrees with the decision of an administrative law judge from the Office of Administrative hearings may appeal that decision by filing a written notice of appeal to the State Board of Education through the Exceptional Children Division, and the State Board of Education, through the Exceptional Children Division, shall appoint a Hearing Review Officer from a pool of Hearing Review Officers approved by the State Board of Education. Approval of a hearing Review Officer by the State Board of Education is contingent upon the completion of six hours of certification training. The State Board of Education is requested to approve a three-year term for the attached list of Hearing Review Officers who completed certification training on March 8, 2010. The effective period for the Hearing Review Officers' terms will be from August 5, 2010 to August 5, 2013.

Recommendations:
The State Board of Education is asked to approve the State Hearing Review Officers at the June 2010 meeting.

CONSENT

GCS 6 – 2009-10 Addendum to the Title III State Plan

Policy Implications: SBE Policy # GCS-A-012; ESEA

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director, Accountability Policy & Communications)

Description:

In January 2010, the North Carolina Department of Public Instruction (NCDPI) submitted information to the United States Department of Education (USED) regarding revisions to the assessment and accountability systems to be consistent with the "Notice of Final Interpretations of Title III," published in the *Federal Register* on October 17, 2008. In March 2010 the NCDPI submitted a reformatted addendum per USED direction. Upon further review by the USED, further changes are required in the addendum and to GCS-A-012 to meet final approval. NCDPI was recently informed of the required changes and they are reflected in the attachments.

Recommendations:

Recommend acceptance of the changes to the 2009-10 Addendum to the Title III State Plan and approve the revisions to GCS-A-012.

TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT
(Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)

CONSENT

TCS 5 – Pre-Approval of Financial and Business Services' Policy Manuals

Policy Implications: SBE Policy # TCS-T-000; TCS-M-003; TCP-D-003

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Paul LeSieur (Director, School Business Division)

Description:

The State Board of Education is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that does not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE). The documents impacted are as follows:

- *Public School Personnel State Salary Schedules and Manual* (SBE Policy # TCS-T-000)
- *Allotment Policy Manual* (SBE Policy # TCS-M-003)
- *Benefits and Employment Policy Manual for Public School Employees* (SBE Policy # TCP-D-003)

Should circumstance and/or legislative action require the SBE to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the SBE for separate action as appropriate.

Recommendations:

It is recommended that the State Board of Education approve the manuals (*Public School Personnel State Salary Schedules and Manual, the Allotment Policy Manual,* and the *Benefits and Employment Policy Manual for Public School Employees)* at the June SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for Fiscal year 2010-11 and supporting legislation.

COMMITTEE CHAIR REPORTS ON ACTION ON FIRST READING, ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair)

ACTION

GCS 1 – Occupational Course of Study (OCS) – Testing Issues Related to No Child Left Behind (NCLB)

Policy Implications: SBE Policy # GCS-C-003, GCS-C-020, No Child Left Behind (NCLB)

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction and Technology Services), Dr. Louis M. Fabrizio (Director, Accountability Policy & Communications) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

NCLB requires all high school students to be instructed and assessed on the same academic content standards (curriculum) in reading, mathematics and science unless they have the most significant cognitive disabilities. In 2008-09, the United States Department of Education (USED) notified the NC Department of Public Instruction (NCDPI) that the ***NCEXTEND2*** statewide alternate assessments provided to students following the Occupational Course of Study (OCS) did not meet approval through the peer review process because the OCS curriculum had different academic content standards than the general curriculum for the assessments used for adequate yearly progress (AYP) purposes (English I, Grade 10 Writing, Algebra I and Biology). As a result, the OCS students could no longer count as participants for determining AYP at the high school level. In 2008-09 and 2009-10, OCS students continued being taught the OCS curriculum, taking the OCS ***NCEXTEND2*** assessments, and the scores were only used for the ABCs Accountability Program. However, for AYP determinations, OCS students were counted as non-participants.

In order to remedy this situation, the following steps are proposed for the 2010-11 and 2011-12 school years:

(1) Move up the timeline (attached) for OCS students to be taught the new Essential Standards with crosswalks to the *NC Standard Course of Study* for the assessed subjects,
(2) Require OCS students to take the End-of Course (EOC) assessments in English I (along with the Grade 10 Writing assessment), Algebra I and Biology until new *NCEXTEND2* assessments are developed to accompany the new EOC assessments based on the new Essential Standards,
(3) Allow the OCS students' scores from a combination of the English I EOC assessment and the Grade 10 Writing assessment, Algebra I, and Biology to be included in any AYP and ABCs reporting,
(4) Waive (for OCS students only) the requirement in the policy (GCS-C-003) that mandates that the EOC assessments count as 25% of the student's final grade, and
(5) Eliminate the current OCS ***NCEXTEND2*** assessments from the statewide testing program and ABCs accountability program (GCS-C-020).

Recommendations:

The Department recommends that for the 2010-11 and 2011-12 school years that: (1) the attached timeline of curriculum implementation and assessments be approved for OCS students, (2) the SBE waive (for OCS students only) the requirement in GCS-C-003 that mandates that EOC assessments count as 25% of the students' final grades and (3) amendments to policy GCS-C-020 be approved to eliminate the current OCS ***NCEXTEND2*** assessments from the statewide testing program and ABCs accountability program.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted extensive discussion concerning the testing issues related to the Occupational Course of Study. This is a short-term solution for the next two years in order to bring the affected students and schools into compliance. The Department will continue to provide communications to stakeholders. The GCS Committee recommends that the State Board accept the recommendations related to GCS 1.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the Board voted unanimously to accept, for the 2010-11 and 2011-12 schools years, the timeline of curriculum implementation and assessments for OCS students, to waive (for OCS students only) the requirement in SBE Policy # GCS-C-003 that mandates that EOC assessments count as 25% of the students' final grades and to amend SBE Policy # GCS-C-020 to eliminate the current OCS NCEXTEND2 assessments from the statewide testing program and ABCs accountability program as recommended. (See Attachment GCS 1)

ACTION

GCS 2 – Policies Governing Services for Children with Disabilities

Policy Implications: General Statute § 115C; SBE Policy # GCS-D-000-008, TCS-E-001

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction and Technology Services) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

Policies Governing Services for Children with Disabilities (*Policies*) will be amended to reflect recent changes to the Individual with Disabilities Education Improvement Act (IDEA), to align sections with the IDEA, and to clarify sections of the current *Policies*. See the attachment for the changes to the *Policies*.

Recommendations:

The State Board of Education reviewed the proposed amendments to *Policies* at its May meeting and is asked to approve the amendments at its June meeting.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted that the GCS Committee reviewed the proposed amendments and recommends approval.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Tom Speed, the Board voted unanimously to approve the proposed amendments to Policies Governing Services for Children with Disabilities as recommended. (See Attachment GCS 2)

DISCUSSION MOVED TO ACTION

GCS 3 – Common Core Standards

Policy Implications: SBE Policy # GCS-F-008

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Cindy Bennett (Director, K-12 Curriculum and Instruction)

Description:
The Department of Public Instruction established the Accountability and Curriculum Reform Effort (ACRE) to develop and implement a response to the *Framework for Change* adopted by the State Board of Education (SBE). In the *Framework for Change* (June 5, 2008), the SBE directed the Department to examine the standards. As a requirement to the Race to the Top North Carolina proposal, North Carolina is expected to adopt the Common Core State Standards, verbatim.

Recommendations:
The State Board of Education is asked to discuss and provide feedback to the Department.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted extensive discussion over many months regarding the Common Core State Standards. She stated that, per Chairman Harrison's request, the GCS Committee agreed to move this item from discussion to action. The Common Core final standards in English Language Arts and Mathematics were released on Wednesday. The standards support the State Board of Education's agenda to prepare students with the knowledge and skills needed for college and work and ensures consistent expectations.
- Chairman Harrison expressed appreciation to Superintendent Atkinson and staff for their involvement in developing the Common Core State Standards.
- Vice Chair Wayne McDevitt was not in the Board room at the time of the vote on GCS 3; however, he had informed the Chair that he has a relationship with foundations for working nationally on Common Core State Standards. Although all of Mr. McDevitt's activity is outside of the State of North Carolina, in order to avoid the appearance of a conflict of interest, he recused himself from discussion and voting on GCS 3.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the Board voted unanimously to adopt the Common Core State Standards verbatim. (See Attachment GCS 3)

DISCUSSION
GCS 4 – Discussion of North Carolina's Proposed New Accountability Model
Policy Implications: SBE's "*Framework for Change*"

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications)

Description:
The Department of Public Instruction established the Accountability and Curriculum Reform Effort (ACRE) to develop and implement a response to the *Framework for Change* adopted by the State Board of Education (SBE). In the *Framework for Change* (June 5, 2008), the SBE directed the Department to examine the K-8 accountability model with a 21st century focus and to develop a new high school accountability model (p. 5, items 6 and 7). The ACRE Assessment and Accountability Committee drafted a proposal for a new accountability model to address both K-8 and high school accountability. Components of the proposed model include student performance, value-added performance for teachers, schools and districts, long-term (longitudinal) growth, graduation rate, Future-Ready Core, and postsecondary readiness.

Recommendations:
The State Board of Education is asked to discuss and provide guidance to the Department.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted that GCS 4 is an ongoing discussion item. She further noted that State Board members will be asked for input on a continuing basis as this item will come back to the Board for several more months for additional vetting.
- There was no further discussion.

This item was discussed at the October, November, December, January, February and May SBE meetings and the Board held an Issues Session on Accountability on March 31, 2010. This item will continue to be on the SBE's monthly agenda until it becomes an action item. (See Attachment GCS 4)

NEW BUSINESS

Under New Business, GCS Committee Chair Patricia Willoughby provided a brief overview of the following new business items:

- Writing Instruction Update
- Greetings and remarks from Mr. Bu Jinkun, Deputy Director General, Jiangsu Provincial Department of Education (China)

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

Upon motion by Ms. Shirley Harris, and seconded by Ms. Patricia Willoughby, the Board unanimously agreed to operate in the official capacity of the State Board of Career and Technical Education to discuss TCP 1 – Revision of Board Policy to Reflect Changes in the Provisional Licensing Requirements for Career and Technical Education Teachers.

STATE BOARD OF CAREER AND TECHNICAL EDUCATION

ACTION

TCP 1 – Revision of Board Policy to Reflect Changes in the Provisional Licensing Requirements for Career and Technical Education Teachers

Policy Implications: SBE Policy # TCP-A-001

Presenter(s): Ms. Rebecca Payne (Director, Career and Technical Education)

Description:

Prospective Career and Technical Education teachers can be issued a license based on related postsecondary education and industry work experience through the direct license process. Revisions to the eligibility requirements for employment and revision to the licensure requirements for being issued a clear license are being proposed to provide clarity, refinement of requirements to ensure teacher competence, and additional avenues for licensing Trade and Industrial Education teachers.

Recommendations:
It is recommended that the State Board of Education approve the proposed revision to the Career and Technical Education Provisional licensure areas with a July 1, 2010, effective date.

Discussion/Comments:

- TCP Committee Chair Shirley Harris noted that TCP 1 is the revision of Board policy that reflects changes in the provisional licensing requirements for Career and Technical Education teachers. She referred Board members to a revised proposal at their places noting two corrections on pages 1 and 3.
- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Ms. Christine Greene, the Board voted unanimously to approve the proposed revision to the Career and Technical Education provisional licensure areas with a July 1, 2010, effective date as recommended. (See Attachment TCP 1)

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to adjourn the State Board of Career and Technical Education and to reconvene the State Board of Education.

STATE BOARD OF EDUCATION

ACTION
TCP 2 – Proposed Standards for the Evaluation of Speech-Language Pathologists
Policy Implications: SBE Policy #TCP-A-001

Presenter(s): Mr. Tom Winton (Section Chief, Instructional Support & Related Services of the Exceptional Children Division) and Dr. Lynne Johnson (Director, Educator Recruitment and Development)

Description:
The State Board of Education approved new standards for the evaluation of teachers in June 2007. New standards for the evaluation of speech-language pathologists, aligned with the new teacher standards, have been developed and are presented for discussion this month. When approved by the Board, the new standards will be the basis of new evaluation instruments for speech pathologists which are aligned with the new instruments that have been developed by McREL.

Recommendations:
It is recommended that the proposed standards for the evaluation of speech-language pathologists be approved by the State Board of Education. It is also recommended that the job descriptions be used as professional standards support documents.

Discussion/Comments:

- There was no discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to approve the proposed standards for the evaluation of speech-language pathologists and that the job descriptions be used as professional standards support documents as recommended. (See Attachment TCP 2)

ACTION
TCP 3 – Proposed Qualifying Scores for Regenerated Praxis II Exam
Policy Implications: SBE Policy # TCP-A-003

Presenter(s): Ms. Steleana Rountree (Consultant, Licensure Section)

Description:
During 2009 and 2010, the Educational Testing Service (ETS) convened two non-overlapping expert panels to conduct multi-state standard setting studies for each of the following Praxis II exams: (a) World Languages: German, (b) World Languages: French, (c) World Languages: Spanish, (d) Business Education, (e) Teaching Reading, (f) Special Education: Core Knowledge and Applications, (g) Special Education: Core Knowledge and Mild to Moderate Applications, and (h) Special Education: Core Knowledge and Severe to Profound Applications. Each content specific panel consisted of personnel from North Carolina and several other states across the nation. Panels reviewed regenerated tests in their teaching areas, and completed the standard setting process for the purpose of recommending qualifying scores to the departments of education in participating states. Initially in the regeneration process, and prior to the standard setting studies, test content for each Praxis II exam was updated by a National Advisory Committee of experts based upon national standards, best practices in the teaching area, and changes in the field. Each regenerated exam was confirmed by a national survey of educators in the subject area. All tests remain appropriate for assessment of individuals seeking a North Carolina teaching license in the specified areas.

Recommendations:
It is recommended that the State Board of Education approve the new qualifying scaled scores for each updated Praxis II exam as the equivalent of the current cut scores. Each regenerated test will be administered beginning in the fall of 2010, with the final administration of the current tests to occur in the summer of this year.

Discussion/Comments:
- There was no discussion.

Upon motion by Ms. Shirley Harris, and seconded by Ms. Christine Greene, the Board voted unanimously to approve the new qualifying scaled scores for each updated Praxis II exam as the equivalent of the current cut scores effective with the 2010-11 school year. (See Attachment TCP 3)

ACTION ON FIRST READING
TCP 4 – Final Decision in Contested Case: Alexa Molden v. The NC State Board of Education
Policy Implications: General Statute § 150B-36

Presenter(s): Ms. Katie Cornetto (Staff Attorney, State Board of Education)

Description:
Ms. Alexa Molden filed a petition with the Office of Administrative Hearings contesting the decision to deny her a waiver of repayment for the National Board for Professional Teaching Standards (NBPTS) fee to the state. The Administrative Law Judge upheld the agency's action.

Recommendations:
The State Board shall issue a Final Agency Decision in the contested case.

Discussion/Comments:
- TCP Committee Chair Shirley Harris explained that this item was discussed in closed session.

- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to adopt the proposed Administrative Law Judge's recommended decision in the contested case of Alexa Molden v. NC State Board of Education as the State Board of Education's Final Agency Decision. (See Attachment TCP 4)

OLD BUSINESS

Under Old Business, TCP Committee Chair Shirley Harris provided a brief overview of the following old business item:

- Removal of Barriers to Lateral Entry Into Teaching

TCP Chair Harris encouraged Board members to review the current implementation status and/or evidences of the recommendations from the select committee on lateral entry which is in response to the legislation to address the removal of barriers to lateral entry.

Chairman Harrison noted for the audience that the State Board was originally scheduled to interview the seven finalists for the remaining charter school slot on Wednesday. However, the interviews were canceled due to unexpected professional obligations of the State Board of Education members as well as legislative obligations at this point in the session, which prevented the Board from establishing a quorum. Ms. Betsy West will work with Board members to determine the best date, and the interviews will be announced as soon as the date is set. Chairman Harrison stated that the Board looks forward to completing this process and selecting a charter school applicant for the planning year. To that end, LFI 1 was removed from the SBE agenda.

LEADERSHIP AND INNOVATION
COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett, Chair; Ms. Christine Greene, Vice Chair)

ACTION ON FIRST READING
LFI 2 – Program Approval Requests Under the Innovative Education Initiatives Act
Policy Implications: General Statute § 115C-238.50 Part 9 (General Session 2003-277 – Senate Bill (656)

Presenter(s): Mr. Rob Hines (Director, LEA Projects)

Description:
An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target:

- high school students who are at risk of dropping out of high school before attaining a high school diploma, or

- high school students who would benefit from accelerated academic instruction.

GS § 115C-238.53, (f) states "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."

Cumberland County Schools experienced several personnel issues that prevented them from submitting this application by the first week of February 2010 when the others were received, and staff allowed the district extra time to ensure they were able to complete the application. The attachment for this item includes a copy of their application for a program/school under this legislation. Please note that the application is preceded by a document that lists the legislatively-defined minimum requirements for approval and an indication as to whether the application meets each of the criteria. The document contains additional information that may be of interest to SBE members as they evaluate the application.

Recommendations:
It is recommended that the SBE approve the programs and exemption requests under the Innovative Education Initiatives Act as presented.

Discussion/Comments:
- Prefacing her motion, LFI Committee Chair Melissa Bartlett noted extensive Committee discussion on this item.
- There was no further discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Patricia Willoughby, the Board voted to approve the programs and exemption requests under the Innovative Education Initiatives Act as presented.
(See Attachment LFI 2)

NEW BUSINESS

Under New Business, LFI Committee Chair Melissa Bartlett provided a brief overview of the following business item:

- NCVPS/LEO Director's Report

TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT
(Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)

ACTION
TCS 1 – Restructuring State Pre-Kindergarten Rate
Policy Implications: SL 2009-451, Section 10.7A Task Force on the Consolidation of Early Childhood Education and Care

Presenter(s): Mr. John Pruette (Executive Director, Office of Early Learning)

Description:
2009 Session Law established a Joint Legislative Task Force on the Consolidation of Early Childhood Education and Care (Task Force). In consultation with the Department of Public Instruction and the Department of Health and Human Services, the Task Force was charged with developing a plan for a highly coordinated and efficient system of early education and care. As part of final recommendations with respect to efficiencies, the General Assembly has charged the Office of Early Learning to restructure state pre-kindergarten payment rates. Parameters for defining new rates include capped local administrative costs and differentiated rates for public and private providers to support the diverse costs structures that currently exist within the pre-kindergarten system.

Recommendations:
The State Board of Education is asked to approve Option II offered by the Office of Early Learning for restructuring pre-kindergarten funding for SFY 2010-11.

Discussion/Comments:
- There was no discussion.

Upon motion by Mr. Tom Speed, and seconded by Ms. Shirley Harris, the Board voted to approve Option II for restructuring pre-kindergarten funding for SFY 2010-11. (See Attachment TCS 1)

ACTION
TCS 2 – Revision to the School Attendance and Student Accounting Manual
Policy Implications: School Attendance and Student Accounting Manual

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Alexis Schauss (Assistant Director, School Business Services)

Description:
The 2009-10 School Attendance and Student Accounting Manual policy for students who do not have the proper immunizations states that their absences, when not allowed to attend school for lack of immunizations are to be coded as suspensions. In discussions with the North Carolina Attorney General's Office, we have determined that a policy change is required to code the absence, due to a student's lack of immunizations as an unlawful absence instead of suspensions beginning July 1, 2010.

Recommendations:
It is recommended that the SBE approve this policy change.

Discussion/Comments:
- TCS Committee Vice Chair Tom Speed noted TCS Committee agreement that it is necessary to change the code due to a student's lack of immunizations as an unlawful absence instead of as a suspension.
- There was no further discussion.

Upon motion by Ms. Christine Greene, and seconded by Mr. John Tate, the Board voted to approve the School Attendance and Student Accounting Manual policy revisions as recommended. (See Attachment TCS 2)

ACTION ON FIRST READING

TCS 3 – Approval of Grant – IMPACT – Professional Development Enhancement Grant Award, IMPACT III and IMPACT IV

Policy Implications: SBE Policy # TCS-O-001

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Neill Kimrey (Director, Instructional Technology)

Description:

The grant listed below is being submitted for approval. Please see attachment for description of grant.

- Attachment 1 – IMPACT – Professional Development Enhancement Grant Award, IMPACT III and IMPACT IV

Recommendations:

It is recommended that the State Board of Education approve the grant.

Discussion/Comments:

- There was no discussion.

Upon motion by Mr. Tom Speed, and seconded by Ms. Melissa Bartlett, the Board voted to approve the IMPACT grant award as recommended. (See Attachment TCS 3)

ACTION ON FIRST READING

TCS 4 – Governor's School Board of Governors

Policy Implications: SBE Policy # GCS-D-009

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Office, Curriculum, Instruction, Technology and Accountability Services) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

The Board of Governors of the Governor's School of North Carolina is established as an advisory body in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in GCS-D-009 of State Board of Education policies.

The policy requires that a state associate superintendent serve on the Board and that the other nine members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president's designee of the Alumni Association of the Governor's School, and lay persons and shall be selected so as to represent the eight education districts of the State. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms.

The first three-year term appointment of William Howard III (District 7) will expire on June 30, 2010. He is seeking reappointment to a second three-year term. The State Board of Education is asked to reappoint William Howard III to a second three-year term.

The first three-year term appointment of Jane Austen Behan (District 1) will expire on June 30, 2010. She is seeking reappointment to a second three-year term. The State Board of Education is asked to reappoint Jane Austen Behan to a second three-year term.

The second three-year term appointment of Genie Wilson (District 6) will expire on June 30, 2010. She is not eligible for an additional term. The State Board of Education is asked to submit a recommendation from District 6. As the employment status has changed for another board member, the representative from District 6 should be a local director of gifted programs. The current membership roster is attached.

Recommendations:
The State Board of Education is recommended to reappoint William Howard III (District 7) and Jane Austen Behan (District 1) to second three-year terms.

The State Board of Education is asked to recommend one additional appointment (local director of gifted programs) from District 6 for a three-year term beginning July 1, 2010.

Discussion/Comments:

- Board member John Tate requested that a third individual be added to the motion which was discussed as a possibility during the TCS Committee meeting on Wednesday. Mr. Tate proposed that Ms. Stephanie Range (Director, Talent Development, Advanced Studies, AVID, Charlotte-Mecklenburg Schools) be recommended for appointment to represent District 6. He noted that Superintendent Peter Gorman agreed that she is an outstanding candidate.
- Board member Christine Greene expressed concern that while Ms. Range works for Charlotte-Mecklenburg Schools she does not reside in North Carolina, and there are other AIG Coordinators from that district who reside in North Carolina and should be given priority consideration.
- There was no further discussion.

Upon motion by Mr. Tom Speed, and seconded by Ms. Patricia Willoughby, the Board voted to approve the reappointment of William Howard III (District 7) and Jane Austen Behan (District 1) to second three-year terms. Board member John Tate offered an addition to the motion to add Stephanie Range as a new appointee representing District 6 to serve a three-year term. The Board voted to approve the revised motion. Board members Christine Greene and Shirley Harris voted in opposition of the revised motion. (See Attachment TCS 4)

UPDATE ON CONTRACTS
(See Attachment in book)

- TCS Committee Vice Chair Tom Speed encouraged Board members to review the contracts listed for information in the Board book.
- There was no further discussion.

STATE SUPERINTENDENT'S REPORT

"READ NC" Literacy Campaign Launched by Superintendent
This week, the NCDPI "READ NC" literacy campaign was launched at Turner Creek Elementary School in Apex. During the visit, teachers and students were shown the new "READ NC" Web page (www.ncpublicschools.org/accountability/lexiles). This page features a reading map, book search tool and other free resources that teachers, parents and students can access to help them use Lexile® measures to find challenging and engaging books for summer reading and throughout the year.

Lexile measures assess both a student's reading ability and the text difficulty in books, magazines and newspapers. In North Carolina, students in grades 3-8, as well as high school students taking the English I

assessment, receive a Lexile measure on their end-of-grade or end-of-course test reports. The Lexile measure and a link to the "READ NC" Web page are included at the bottom of students' test results reports.

The first book featured on the "READ NC" Web page is the North Carolina version of the Lexile map for educators and parents. The Lexile map includes a list of fiction and nonfiction titles organized by Lexile level including some titles with North Carolina connections. Teachers can use this map in their classrooms and post it on their class websites. Parents can print a copy of the map and take it, along with their child's Lexile measure, to their public library to find books that match their child's reading level.

Thomasville Primary School Wins the Gold
North Carolina's Thomasville Primary School has earned the Healthier US School Challenge Gold Award. Officials from the Food and Nutrition Services of the U.S. Department of Agriculture were in Thomasville, N.C., in April to present the award. Thomasville Primary School is one of 649 schools in the nation to earn this award. The district even received a congratulatory call from First Lady and President Obama.

The Healthier US School Challenge (HUSSC) is a voluntary initiative established in 2004 to recognize those schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity.

In February 2010, First Lady Michelle Obama introduced "Let's Move!" incorporating the Healthier US School Challenge into her campaign to raise a healthier generation of kids. At that time, monetary incentive awards became available to each HUSSC award level: Bronze, Silver, Gold, and Gold Award of Distinction.

$2 Million Award
Superintendent Atkinson congratulated Gaston County Schools for recently receiving a $2 million award from Ron and Catherine Harper to help equip every classroom in Gaston County with the new SMART Board technology.

2012 Kenan Fellows
The Kenan Fellows Program has announced that 19 North Carolina teachers have been selected as Class of 2012 Kenan Fellows. With the expansion into the BRAC region of the state, the program has been able to reach a larger group of exemplary teachers. Over the next five years, $1.5 million grant from the National Science Foundation will pilot 18 Kenan Fellows Master Teachers in NC's eleven county BRAC region. The Kenan Fellows Master Teachers will participate in a five-year program that includes professional development and partnership with research mentors. The program will build on a network of highly trained and influential master STEM teachers. Teachers from other parts of the state will continue to take part in this program.

For a list of the 2012 Kenan Fellows, go to
www.ncsu.edu/kenanfellows/sites/default/files/2012Fellows-Projects-Mentors.pdf

Recent Activities of the State Superintendent
- ❑ Delivered remarks/keynote address at
  - NCLB Panel with Congressman Bob Etheridge
  - NCAE Edgecombe County Teacher Appreciation Banquet
  - NCAE "Fund Schools First" Rally
  - Governor's Teacher Advisory Council
  - Asheville and Raleigh Budget Press Conference
  - State School Technology Commission
  - NC Healthy Schools Leadership Assembly
  - Chapel Hill High Career and Technical Education Recognition Banquet

- Environmental Literacy Plan Kickoff, Wiley Elementary, Wake County
- NCBCE Annual Meeting
- Mitchell County Exceptional Children's Center Ribbon Cutting
- Nash/Rock Mt. Early College Graduation Exercises
- NC Council on Economic Education Awards Program
- The First Tee Program of Brunswick County Celebration

- Participated in
  - Child and Family Leadership Council
  - Public School Forum 25th Anniversary Celebration

CHAIRMAN'S REMARKS

Race to the Top
Chairman Harrison thanked Superintendent Atkinson and staff, Dr. Glenn Kleiman,Trip Stallings, and all of the other stakeholders for their great work and tireless efforts on Race to the Top. Further he expressed appreciation for the leadership of the Governor and the General Assembly. He spoke briefly about the ways in which the proposal was strengthened during the second round. The whole process was a true picture of the level of collaboration that we have in North Carolina, according to Chairman Harrison.

SMARTER Balanced Assessment Consortium
North Carolina is one of the lead states in the consortium. The SMARTER Balanced Assessment Consortium closely aligns to the work of ACRE.

Reminders
The July SBE meeting will be held as a conference call meeting on Thursday, July 1 at 2 PM.
In addition, the Board's fall work session will likely be held in October; the date will be confirmed at a later time.

Legislative Update
Board members were referred to the Legislative Report located in the Board notebooks behind the "Other" tab.

In closing comments, Chairman Harrison announced that Mr. Donald Barringer, the Governor's Teacher Advisor will leave the Governor's Office to take a position as the new coordinator of the NC Teaching Fellows program at NC Central University. Chairman Harrison expressed appreciation to Mr. Barringer for his attentiveness to important education issues.

OLD BUSINESS

N/A

NEW BUSINESS

Board member Patricia Willoughby announced the next webinar co-hosted by the NC Business Committee for Education (NCBCE) and the NC Department of Public Instruction. The topic of this webinar is professional development – creating leaders for schools to support the needs of today's students. The webinar is scheduled for

Thursday, June 10 from 3:00-4:00 PM. Registration information can be found on their website at http://www.ncbce.org/.

ADJOURNMENT

Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by Ms. Melissa Bartlett, and seconded by Mr. Tom Speed, Board members voted unanimously to adjourn June 3, 2010, meeting of the State Board of Education.

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 2, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of North Carolina**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

X A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will 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.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

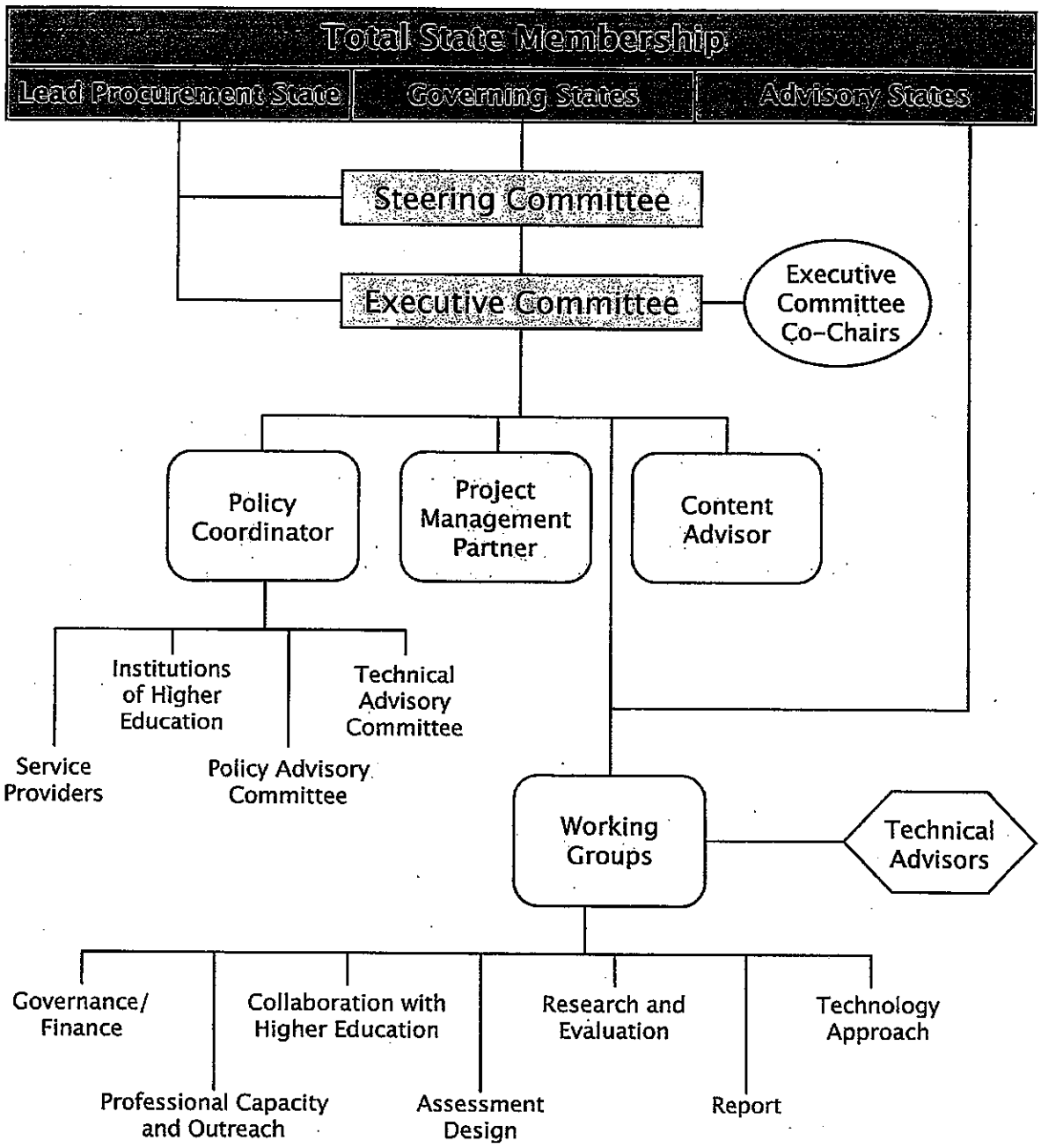
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

See North Carolina Barriers on Next Page

SMARTER Balanced Assessment Consortium MOU

Barrier	Comments/ Action Plan	Statute, Regulation, or Policy	Governing Body to Remove Barrier	Target Date to Initiate and Remove Barrier
Potential Conflict: Policy requiring end-of-course assessments to be given within 5 days of the end of a course on a block schedule and 10 days for those on a traditional schedule. Through-course assessment and/or performance items would need to be done prior to this time period.	State Board of Education (SBE) approach the General Assembly (GA) to institute the change. If in agreement, SBE and GA petition for a change of administrative code.	• State Board of Education Policy GCS-C-003 • General Statute: NC GS 115C-12(9)c. • Administrative Procedures Act 16 NCAC 6D .0305	General Assembly and State Board of Education	Initiate: 2011 Legislative Session Remove Barrier: July 2013
Potential barrier: Funding to implement the assessment. General Assembly must agree to include funding for the implementation into the budget.	DPI will include costs for funding the assessment in its budget request for the General Assembly. DPI will initiate conversations with legislators about the Smarter Balanced Assessment system.	Appropriations Act of 2013	General Assembly	Initiate: 2012 legislative session Remove Barrier: 2013
Potential Barrier: Implementing the Assessment System *Online ;* At present, not all LEAs able to implement online assessments.	NC is in the process of revising its State School Technology Plan to include an emphasis on building infrastructure to implement online assessment.	N/A	N/A	State Plan approved by SBE: January 2011 – implemented July 1, 2011
	LEAs will be required to align their plans with the State plan, and subsequent technology funding will be used to support the plan and build infrastructure.			LEA plans approved Jan. 2012 – implemented July 1, 2012
	NC DPI published (April 2009) a report looking at the State and LEA readiness to implement online assessment.			Report published April 2009

State Name: **North Carolina**	
Governor or Authorized Representative of the Governor (Printed Name): **Beverly Perdue**	Telephone: (919) 733-4240
Signature of Governor or Authorized Representative of the Governor:	Date: 6/17/10
Chief State School Officer (Printed Name): **Dr. June Atkinson**	Telephone: (919) 807 3430
Signature of the Chief State School Officer:	Date: 6/3/10
Chairman of the State Board of Education, if applicable (Printed Name): **Dr. William C Harrison**	Telephone: (919) 807-3441
Signature of the President of the State Board of Education, if applicable:	Date: 6/3/10

[redacted]

State Name: North Carolina	
State's chief procurement official (or designee), (Printed Name): James D. Staton, Jr	Telephone: 919-807-4533
Signature of State's chief procurement official (or designee),: James D. Staton, Jr.	Date: 6/7/10

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

OCT 22 2010

The Honorable June Atkinson
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, North Carolina 27601

Dear Superintendent Atkinson:

I am pleased to approve North Carolina's standards and assessments under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) as amended. This letter applies to changes made in the assessment system after North Carolina's initial approval as documented in the June 2006 letter from Henry Johnson. My decision is based on input from peer reviewers external to the U.S. Department of Education (Department) and Department staff who reviewed and carefully considered the evidence submitted by North Carolina.

North Carolina's standards and assessments in reading/language arts, mathematics and science meet all applicable statutory and regulatory requirements of the ESEA. Accordingly, North Carolina's standards and assessment system warrants Full Approval. Specifically, North Carolina's system includes academic content standards in reading/language arts, mathematics and science as well as end-of-course standards in English I, Algebra I and Biology; student academic achievement standards in reading/language arts, mathematics, science, English I, Algebra I and Biology; alternate academic achievement standards in reading/language arts, mathematics and science for students with the most significant cognitive disabilities; modified academic achievement standards for eligible students with disabilities in reading/language arts and mathematics; general assessments in reading/language arts and mathematics in grades 3 through 8, end-of-course assessments in English I and Algebra I, a writing test (grade 10) and science assessments in grades 5 and 8 and the end-of-course Biology assessment; alternate assessments based on alternate academic achievement standards (the NCEXTEND1) in the corresponding grades in reading/language arts, mathematics and science; and alternate assessments based on modified academic achievement standards (the NCEXTEND2) in reading/language arts and mathematics in grades 3 through 8.

Please be aware that approval of North Carolina's standards and assessment system under the ESEA is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. Finally, please remember that, if North Carolina makes significant changes to its standards and assessment system, the State must submit information about those changes to the Department for review and approval.

RECEIVED

OCT 27 2010

ACCOUNTABILITY SERVICES

We have found it a pleasure working with your staff during this review process. Please accept my congratulations for North Carolina's approved standards and assessment system in reading/language arts, mathematics and science under the ESEA. I wish you well in your continued efforts to improve student achievement in North Carolina. If you have any questions, please do not hesitate to contact Sue Rigney (sue.rigney@ed.gov) of my staff.

Sincerely,

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Bev Perdue
Lou Fabrizio
Tammy Howard

AVERAGE STATEWIDE PROFICIENCY
Based on Assessments Administered in the 2010-11 School Year (Baseline Year)

	2010-2011 Baseline Reading		2011-2012 Targets Reading		2012-2013 Targets Reading		2013-2014 Targets Reading		2014-2015 Targets Reading		2015-2016 Targets Reading		2016-2017 Targets Reading	
Subgroup	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**
Total (All students)	70.5	86.0	73.0	87.2	75.4	88.3	77.9	89.5	80.3	90.7	82.8	91.8	85.2	93.0
Native American	58.3	73.3	61.8	75.5	65.2	77.8	68.7	80.0	72.2	82.2	75.7	84.4	79.2	86.7
Asian	79.1	87.3	80.8	88.4	82.6	89.4	84.3	90.5	86.1	91.5	87.8	92.6	89.5	93.7
Black	54.0	75.8	57.8	77.8	61.7	79.8	65.5	81.8	69.3	83.9	73.2	85.9	77.0	87.9
Hispanic	57.6	78.4	61.1	80.2	64.7	82.0	68.2	83.8	71.7	85.6	75.3	87.4	78.8	89.2
Two or More Races	73.3	88.6	75.5	89.5	77.8	90.5	80.0	91.4	82.2	92.4	84.4	93.3	86.7	94.3
White	81.7	92.4	83.2	93.0	84.8	93.7	86.3	94.3	87.8	94.9	89.3	95.6	90.8	96.2
Economically Disadvantaged	57.9	77.0	61.4	78.9	64.9	80.8	68.4	82.8	71.9	84.7	75.4	86.6	79.0	88.5
Limited English Proficient	37.2	36.7	42.4	42.0	47.7	47.2	52.9	52.5	58.1	57.8	63.4	63.1	68.6	68.3
Students With Disabilities	39.5	46.4	44.5	50.9	49.6	55.3	54.6	59.8	59.7	64.3	64.7	68.7	69.8	73.2

	2010-2011 Baseline Math		2011-2012 Targets Math		2012-2013 Targets Math		2013-2014 Targets Math		2014-2015 Targets Math		2015-2016 Targets Math		2016-2017 Targets Math	
Subgroup	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**	**3-8**	**HS**
Total (All students)	82.2	82.5	83.7	84.0	85.2	85.4	86.7	86.9	88.1	88.3	89.6	89.8	91.1	91.2
Native American	75.4	73.7	77.5	75.9	79.5	78.1	81.6	80.3	83.6	82.5	85.7	84.7	87.7	86.8
Asian	91.7	91.5	92.4	92.2	93.1	92.9	93.8	93.6	94.5	94.3	95.2	95.0	95.8	95.8
Black	68.8	69.5	71.4	72.0	74.0	74.6	76.6	77.1	79.2	79.7	81.8	82.2	84.4	84.8
Hispanic	78.4	79.1	80.2	80.8	82.0	82.6	83.8	84.3	85.6	86.1	87.4	87.8	89.2	89.5
Two or More Races	83.5	83.3	84.9	84.7	86.2	86.1	87.6	87.5	89.0	88.9	90.4	90.3	91.8	91.7
White	89.5	89.2	90.4	90.1	91.2	91.0	92.1	91.9	93.0	92.8	93.9	93.7	94.8	94.6
Economically Disadvantaged	74.0	73.5	76.2	75.7	78.3	77.9	80.5	80.1	82.7	82.3	84.8	84.5	87.0	86.8
Limited English Proficient	68.5	52.2	71.1	56.2	73.8	60.2	76.4	64.2	79.0	68.1	81.6	72.1	84.2	76.1
Students With Disabilities	56.3	46.6	59.9	51.1	63.6	55.5	67.2	60.0	70.9	64.4	74.5	68.8	78.2	73.3

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Alamance-Burlington Schools	Broadview Middle	370003000196			G
Alamance-Burlington Schools	Graham Middle	370003000010			F
Alamance-Burlington Schools	Turrentine Middle	370003000206			F
Alexander County Schools	Ellendale Elementary	370009000032	A		
Alleghany County Schools	Piney Creek Elementary	370012000039	A		
Anson County Schools	Anson Academy	370018002367		D-2	
Anson County Schools	Anson High School	370018002054		E	
Anson County Schools	Wadesboro Primary	370018000044	B		
Anson County Schools	Morven Elementary	370018000046		E	
Anson County Schools	Wadesboro Elementary	370018000050			G
Ashe County Schools	Mountain View Elementary	370021002284	A		
Avery County Schools	Cranberry Middle	370030001723	A		
Crossnore Academy	Crossnore Academy	370007702427		D-1	
Beaufort County Schools	Chocowinity Primary	370033002106	A		
Beaufort County Schools	John Small Elementary	370033001924			F
Bertie County Schools	Bertie Middle	370036002818			F
Bladen County Schools	Elizabethtown Middle	370039002618			G
Brunswick County Schools	Brunswick County Academy	370042000980		E	
Brunswick County Schools	Lincoln Elementary	370042000124	B		
Brunswick County Schools	South Brunswick Middle	370042002152			F
Brunswick County Schools	Town Creek Elementary	370042003134	A		
Brunswick County Schools	Union Elementary	370042000130	A		
Brunswick County Schools	Waccamaw	370042000131	A		
Buncombe County Schools	Community High School	370045002203		E	
Buncombe County Schools	Avery's Creek Elementary	370045001781			F
Buncombe County Schools	Estes Elementary	370045002063			F
Buncombe County Schools	West Buncombe Elementary	370045000169			F
Asheville City Schools	Claxton Elementary	370027000072			F
Asheville City Schools	Ira B Jones Elementary	370027000076			F
Burke County Schools	Hallyburton Academy	370048001005		E	
Burke County Schools	Icard Elementary	370048000184	A		
Burke County Schools	Oak Hill Elementary	370048000188	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Burke County Schools	Rutherford College Elem	370048000190	A		
Burke County Schools	W A Young Elementary	370048002432	A		
Cabarrus County Schools	Weddington Hills Elementary	370053001818			F
Cabarrus County Schools	Winecoff Elementary	370053000219			F
Cabarrus County Schools	Wolf Meadow Elementary	370053000220			F
Caldwell County Schools	Baton Elementary	370058000221	A		
Caldwell County Schools	Collettsville School	370058000222	A		
Caldwell County Schools	Happy Valley Elementary	370058000230	B		
Caldwell County Schools	Kings Creek Elementary	370058000234	A		
Caldwell County Schools	William Lenoir Middle	370058000244	A		
Caldwell County Schools	Valmead Elementary	370058000240	A		
Catawba County Schools	Banoak Elementary	370069000275	A		
Hickory City Schools	Northview Middle	370219000940			F
Hickory City Schools	Hickory Career & Arts Magnet HS	370219002108		D-1	
Hickory City Schools	Viewmont Elementary	370219000950	A		
Chatham County Schools	SAGE Academy	370075002079		D-2	
Chatham County Schools	Chatham Middle	370075000307			F
Cherokee County Schools	Martins Creek Elementary/Mid	370078000321	A		
Cherokee County Schools	Mountain Youth School	370078002082		D-2	
Edenton-Chowan Schools	D F Walker Elementary	370084000328			F
Cleveland County Schools	East Elementary	370090002709	A		
Cleveland County Schools	Fallston Elementary	370090000344	A		
Cleveland County Schools	Grover Elementary	370090002711	A		
Cleveland County Schools	Marion Elementary	370090002717			F
Cleveland County Schools	North Elementary	370090002718	A		
Cleveland County Schools	Washington Elementary	370090000350	A		
Columbus County Schools	Boys and Girls Homes	370096000359		C	
Columbus County Schools	Chadbourn Middle	370096000361	B		
Columbus County Schools	Evergreen Elementary	370096000363	B		
Whiteville City Schools	Central Middle	370492001967			F
Whiteville City Schools	Edgewood Elementary	370492001968			F
Whiteville City Schools	North Whiteville Academy	370492002510		D-1	
Craven County Schools	Graham A Barden Elementary	370331000382	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Craven County Schools	James W Smith Elementary	370331002211			F
Craven County Schools	Trent Park Elementary	370331002179	B		
Craven County Schools	Arthur W Edwards Elementary	370331002181	A		
Cumberland County Schools	Elizabeth M Cashwell Elem	370001100403			F
Cumberland County Schools	Cumberland Road Elementary	370001100411	B		
Cumberland County Schools	Ferguson-Easley Elementary	370001102125	B		
Cumberland County Schools	William H Owen Elementary	370001100447	B		
Cumberland County Schools	Pauline Jones Elementary	370001102131	A		
Cumberland County Schools	J W Seabrook Elementary	370001100431	B		
Cumberland County Schools	Walker-Spivey	370001102136		E	
Cumberland County Schools	Westover High	370001100445		E	
Cumberland County Schools	Alger B Wilkins Elementary	370001100446	B		
Cumberland County Schools	William T Brown Elementary	370001101097	B		
Currituck County Schools	Jarvisburg Elementary	370108003039	A		
Dare County Schools	Dare County Alternative	370111002093		D-2	
Davidson County Schools	Davidson County Ext Day	370114000462		D-2	
Davidson County Schools	Pilot Elementary	370114000477	A		
Davie County Schools	Cornatzer Elementary	370117002516	A		
Davie County Schools	Mocksville Elementary	370117000487	A		
Durham Public Schools	Chewning Middle	370126000531		C	
Durham Public Schools	Eno Valley Elementary	370126000532			G
Durham Public Schools	Club Boulevard Elementary	370126000334			F
Durham Public Schools	Creekside Elementary	370126002727			F
Durham Public Schools	Glenn Elementary	370126000534		C	
Durham Public Schools	Durham's Performance Learning Center	370126003085		D-2	
Durham Public Schools	Hillside High	370126000385		E	
Durham Public Schools	Hope Valley Elementary	370126002442			F
Durham Public Schools	Forest View Elementary	370126000537			F
Durham Public Schools	Merrick-Moore Elementary	370126000543			G
Durham Public Schools	Neal Middle	370126000544			G
Durham Public Schools	Parkwood Elementary	370126000547			F
Durham Public Schools	Southwest Elementary	370126002218			F
Durham Public Schools	Y E Smith Elementary	370126000573		C	

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Edgecombe County Public Schools	G W Bulluck Elementary	370132000551			F
Edgecombe County Public Schools	Coker-Wimberly Elementary	370132000553		E	
Edgecombe County Public Schools	W A Pattillo A+ Elementary Sch	370132001768			F
Forsyth County Schools	Ashley Elementary	370150002446			G
Forsyth County Schools	Cook Elementary	370150002448		C	
Forsyth County Schools	Forest Park Elementary	370150000603		E	
Forsyth County Schools	Gibson Elementary	370150002578			F
Forsyth County Schools	Hill Middle	370150000609		C	
Forsyth County Schools	Middle Fork Elementary	370150002728	B		
Forsyth County Schools	Mineral Springs Middle	370150000621			G
Forsyth County Schools	J. F. Kennedy High School	370150002194		C	
Forsyth County Schools	Petree Elementary	370150002451		E	
Forsyth County Schools	Wiley Middle	370150000649			F
Forsyth Academy	Forsyth Academy	370008302452			F
Franklin County Schools	Royal Elementary	370153002628	A		
Gaston County Schools	Bessemer City Central Elem	370162000667			F
Gaston County Schools	Warlick Academy	370162002263		E	
Gaston County Schools	Rhyne Elementary	370162000707	B		
Gaston County Schools	Woodhill Elementary	370162000717		C	
Greene County Schools	Greene Central High	370183000750		E	
Greene County Schools	West Greene Elementary	370183000755			F
Guilford County Schools	T Wingate Andrews High	370192000967		E	
Guilford County Schools	Aycock Middle	370192000759			F
Guilford County Schools	Brightwood Elementary	370192000818			G
Guilford County Schools	Dudley High	370192000768			G
Guilford County Schools	Ferndale Middle	370192000955			F
Guilford County Schools	Gillespie Park Elementary	370192002668	B		
Guilford County Schools	High School Ahead Academy	370192002987	B		
Guilford County Schools	Doris Henderson Newcomers School	370192002988		C	
Guilford County Schools	W M Hampton Elementary	370192000775	B		
Guilford County Schools	Hunter Elementary	370192000776	B		
Guilford County Schools	Irving Park Elementary	370192000777			F
Guilford County Schools	Montlieu Academy	370192000960	B		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Guilford County Schools	Oak Hill Elementary	370192000963	B	E	
Guilford County Schools	Parkview Village Elementary	370192000965		C	
Guilford County Schools	Welborn Academy of Sci & Tech	370192000961			F
Guilford County Schools	Wiley Elementary	370192000803		E	
Halifax County Schools	Dawson Elementary	370195000859		C	
Halifax County Schools	Enfield Middle	370195000861		C	
Halifax County Schools	Everetts Elementary	370195000862		C	
Halifax County Schools	Inborden Elementary	370195000864		C	
Halifax County Schools	Southeast Halifax High	370195002157		C	
Halifax County Schools	William R Davie Middle	370195000872		C	
Roanoke Rapids City Schools	William L Manning Elementary	370390001565			F
Harnett County Schools	Angier Elementary	370201000875			F
Harnett County Schools	Benhaven Elementary	370201000876			F
Harnett County Schools	Boone Trail Elementary	370201000877			G
Harnett County Schools	Coats Elementary	370201000879			F
Harnett County Schools	Erwin Elementary	370201000881			F
Harnett County Schools	Harnett Primary	370201000883			G
Harnett County Schools	Highland Elementary	370201002630			F
Harnett County Schools	LaFayette Elementary	370201000886			F
Harnett County Schools	Wayne Avenue Elem	370201000893			F
Haywood County Schools	Bethel Elementary	370204000579	A		
Haywood County Schools	Central Elementary	370204000898	A		
Haywood County Schools	Clyde Elementary	370204000899	A		
Haywood County Schools	Hazelwood Elementary	370204000902	A		
Haywood County Schools	Jonathan Valley Elementary	370204002159	A		
Henderson County Schools	Clear Creek Elementary	370210002631	A		
Henderson County Schools	Dana Elementary	370210000913	A		
Henderson County Schools	Balfour Education Center	370210001568		D-2	
Hertford County Schools	Ahoskie Elementary	370216000931			F
Hertford County Schools	Hertford County Middle	370216002207			F
Hoke County Schools	West Hoke Middle	370225000970			F
Hoke County Schools	East Hoke Middle	370225000974			F
Iredell-Statesville Schools	Cloverleaf Elementary	370231003081			F

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Iredell-Statesville Schools	East Iredell Elementary	370231000985			F
Iredell-Statesville Schools	Monticello School	370231002118		D-1	
Iredell-Statesville Schools	Troutman Elementary	370231000995			F
Mooresville City Schools	South Elementary	370312001336	A		
Jackson County Schools	Blue Ridge School	370234001001	A		
Johnston County Schools	Glendale-Kenly Elementary	370237001018			F
Johnston County Schools	South Campus Community High	370237001580		D-2	
Johnston County Schools	West Smithfield Elementary	370237001026			F
Jones County Schools	Trenton Elementary	370240001038	A		
Lenoir County Public Schools	Banks Elementary	370261001086			F
Lenoir County Public Schools	Contentnea-Savannah School	370261001087			F
Lenoir County Public Schools	E B Frink Middle	370261001088			F
Lenoir County Public Schools	Sampson School	370261001586		C	
Lenoir County Public Schools	Moss Hill Elementary	370261001090	A		
Lenoir County Public Schools	Rochelle Middle	370261000589			G
Lenoir County Public Schools	Woodington Middle	370261001096			F
Madison County Schools	Brush Creek Elementary	370282002590	A		
Martin County Schools	Williamston Middle	370288001170			F
McDowell County Schools	Marion Elementary	370294001178	A		
Charlotte-Mecklenburg Schools	Albemarle Road Middle	370297001187			F
Charlotte-Mecklenburg Schools	Allenbrook Elementary	370297001190	B		
Charlotte-Mecklenburg Schools	Billingsville Elementary	370297001201		C	
Charlotte-Mecklenburg Schools	Cochrane Collegiate Academy	370297001203			G
Charlotte-Mecklenburg Schools	Druid Hills Academy	370297001213		C	
Charlotte-Mecklenburg Schools	Hawthorne High	370297002228		C	
Charlotte-Mecklenburg Schools	Hornets Nest Elementary	370297002309			G
Charlotte-Mecklenburg Schools	Huntingtowne Farms Elementary	370297001227			G
Charlotte-Mecklenburg Schools	Turning Point Academy	370297000871		C	
Charlotte-Mecklenburg Schools	Morgan School	370297002169		C	
Charlotte-Mecklenburg Schools	Nathaniel Alexander Elementary	370297001886			F
Charlotte-Mecklenburg Schools	J H Gunn Elementary	370297001231			F
Charlotte-Mecklenburg Schools	Northridge Middle	370297001889			F
Charlotte-Mecklenburg Schools	Piney Grove Elementary	370297001262			F

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Charlotte-Mecklenburg Schools	Ranson Middle	370297001267			G
Charlotte-Mecklenburg Schools	Sedgefield Middle	370297001269			G
Charlotte-Mecklenburg Schools	Sterling Elementary	370297001279	A		
Charlotte-Mecklenburg Schools	Walter G Byers School	370297002660		C	
Charlotte-Mecklenburg Schools	West Charlotte High	370297001285		D-2	
Charlotte-Mecklenburg Schools	West Mecklenburg High	370297001286		E	
Charlotte-Mecklenburg Schools	Windsor Park Elementary	370297001290	B		
Kennedy Charter	Kennedy Charter	370006302398		C	
Crossroads Charter High	Crossroads Charter High	370012202591		C	
Mitchell County Schools	Harris Middle	370300001296			F
Montgomery County Schools	Page Street Elementary	370306002532			F
Moore County Schools	Pinckney Academy	370309001929		D-2	
Moore County Schools	Southern Pines Elementary	370309001327			F
Nash-Rocky Mount Schools	Benvenue Elementary	370327001342			F
Nash-Rocky Mount Schools	Cedar Grove Elementary	370327001344	A		
Nash-Rocky Mount Schools	D S Johnson Elementary	370327000725		C	
Nash-Rocky Mount Schools	Englewood Elementary	370327000726			F
Nash-Rocky Mount Schools	W L Greene Alternative	370327001218		C	
Nash-Rocky Mount Schools	Nashville Elementary	370327001349	A		
New Hanover County Schools	Edwin A Alderman Elementary	370333001371			F
New Hanover County Schools	Forest Hills Elementary	370333001374			F
New Hanover County Schools	A H Snipes Academy of Arts/Des	370333001392		C	
New Hanover County Schools	Williston Middle	370333001394			F
Gaston College Preparatory	Gaston College Preparatory	370012302597	A		
Onslow County Schools	Bell Fork Elementary	370345001417	A		
Onslow County Schools	Jacksonville Commons Elem	370345001931			G
Onslow County Schools	Summersill Elementary	370345001432	A		
Chapel Hill-Carrboro City Schools	Carrboro Elementary	370072000294			F
Chapel Hill-Carrboro City Schools	Frank Porter Graham Elem	370072000299			F
Pender County Schools	Cape Fear Elementary	370357002601			G
Pender County Schools	Penderlea Elementary	370357001467			F
Perquimans County Schools	Hertford Grammar	370360001474			F
Person County Schools	Stories Creek Elementary	370363002539	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Pitt County Schools	Creekside Elementary	370001202789			F
Pitt County Schools	Elmhurst Elementary	370001202140	B		
Pitt County Schools	Farmville Central High	370001201497		E	
Pitt County Schools	Grifton	370001201500			F
Pitt County Schools	North Pitt High	370001201502		E	
Pitt County Schools	Northwest Elementary	370001202604		C	
Pitt County Schools	Pactolus	370001201503			F
Pitt County Schools	W H Robinson Elementary	370001201506			F
Pitt County Schools	Sam D Bundy Elementary	370001201504			F
Pitt County Schools	South Central High	370001202616		E	
Pitt County Schools	Wahl Coates Elementary	370001202147			F
Polk County Schools	Tryon Elementary	370372002230	A		
Polk County Schools	Polk Central	370372000780	A		
Polk County Schools	Sunny View Elementary	370372001513	A		
Richmond County Schools	Leak Street High	370387000788		C	
Richmond County Schools	Richmond Co Transitional	370387003148		C	
Richmond County Schools	Washington Street Elementary	370387002278	B		
Public Schools of Robeson County	Fairgrove Middle	370393001570		C	
Public Schools of Robeson County	Fairmont High	370393002232		E	
Public Schools of Robeson County	Littlefield Middle	370393001572			F
Public Schools of Robeson County	Lumberton Junior High	370393002236			F
Public Schools of Robeson County	Lumberton Senior High	370393002237		E	
Public Schools of Robeson County	Orrum Middle	370393001575	B		
Public Schools of Robeson County	Pembroke Middle	370393001579			G
Public Schools of Robeson County	Rowland Middle	370393002183	B		
Public Schools of Robeson County	Saint Pauls Elementary	370393002243			F
Public Schools of Robeson County	Union Chapel Elementary	370393001589	A		
Rockingham County Schools	Leaksville-Spray Elementary	370399001242	B		
Rowan-Salisbury Schools	Henderson High	370405002409		D-2	
Rowan-Salisbury Schools	Dole Elementary	370405002251	B		
Rowan-Salisbury Schools	Hurley Elementary	370405001620			F
Rutherford County Schools	Rutherford Opportunity Center	370408002607		D-2	
Sampson County Schools	Clement Elementary	370414001667	A		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Sampson County Schools	Hobbton Elementary	370414001673	A		
Sampson County Schools	Midway Middle	370414002481			F
Sampson County Schools	Union High	370414001683	B		
Scotland County Schools	I E Johnson Elementary	370420002544	A		
Scotland County Schools	Laurel Hill Elementary	370420001689	A		
Scotland County Schools	North Laurinburg Elementary	370420001690	B		
Stanly County Schools	Oakboro Elementary	370432001715	A		
Stokes County Schools	Meadowbrook Academy	370438002411		C	
Surry County Schools	Dobson Elementary	370441001747	A		
Transylvania County Schools	Brevard Elementary	370453001777	A		
Transylvania County Schools	Davidson River School	370453002351		D-2	
Transylvania County Schools	T C Henderson Elementary	370453001785	A		
Union County Public Schools	East Elementary	370462001300	B		
Union County Public Schools	Rocky River Elementary	370462002828	B		
Union County Public Schools	Wingate Elementary	370462001811	A		
Vance County Schools	Aycock Elementary	370465001812	A		
Wake County Schools	Longview	370472002254		D-2	
Wake County Schools	Banks Rd Elementary	370472003132			F
Wake County Schools	Carver Elementary	370472002187	A		
Wake County Schools	Conn Elementary	370472001847			F
Wake County Schools	Douglas Elementary	370472001851			F
Wake County Schools	Durant Road Elementary	370472000075			F
Wake County Schools	Fuquay-Varina Elementary	370472001859			F
Wake County Schools	Hunter Elementary	370472001866			F
Wake County Schools	Lynn Road Elementary	370472001876			F
Wake County Schools	Millbrook Elementary	370472001878			F
Wake County Schools	North Ridge Elementary	370472001883			F
Wake County Schools	Poe Elementary	370472001887			F
Wake County Schools	Smith Elementary	370472001894	B		
Wake County Schools	Stough Elementary	370472001895			F
Wake County Schools	Timber Drive Elementary	370472002356			F
Wake County Schools	Wakefield Elementary	370472002492			F
Wake County Schools	Wakelon Elementary	370472002806	B		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Wake County Schools	Wendell Elementary	370472001904			F
Wake County Schools	Yates Mill Elementary	370472002561			F
Wake County Schools	Zebulon Elementary	370472001912	A		
Warren County Schools	South Warren Elementary	370474001920	B		
Warren County Schools	Warren County High	370474002189		E	
Warren County Schools	Warren County Middle	370474000329			F
Washington County Schools	Pines Elementary	370480002190		C	
Washington County Schools	Washington County Union	370480001933			F
Wayne County Public Schools	Carver Elementary	370488001947			F
Wayne County Public Schools	Goldsboro High	370488000502		E	
Wayne County Public Schools	Spring Creek Elementary	370488002498			F
Wayne County Public Schools	Northeast Elementary	370488002319	A		
Dillard Academy	Dillard Academy	370007402420		C	
Wilkes County Schools	C B Eller Elementary	370495001972	A		
Wilkes County Schools	Mount Pleasant Elementary	370495001978	A		
Wilkes County Schools	Mountain View Elementary	370495001979	A		
Wilkes County Schools	Mulberry Elementary	370495001980	A		
Wilson County Schools	B O Barnes Elementary	370502001992	B		
Wilson County Schools	Charles H Darden Middle	370502002061	B		
Wilson County Schools	Gardners Elementary	370502001999	A		
Wilson County Schools	John W Jones Elementary	370502003094	A		
Wilson County Schools	Lee Woodard Elementary	370502002001	A		
Wilson County Schools	Lucama Elementary	370502002002	A		
Wilson County Schools	Vick Elementary	370502002564	B		
Sallie B Howard School	Sallie B Howard School	370004902365			F
Yadkin County Schools	Courtney Elementary	370504002014	B		
Yadkin County Schools	Yadkinville Elementary	370504002022			F
Yancey County Schools	Cane River Middle	370507002026	A		
Yancey County Schools	East Yancey Middle	370507002028	A		
Yancey County Schools	Micaville Elementary	370507002029	A		
		Total # of Schools	**120**	**77**	**130**

Total # of Title I schools in the State: __1,296_____
Total # of Title I-participating high schools in the State with graduation rates less than 60%: __9__

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Overview of Attachments

As evidence that North Carolina has developed and adopted educator evaluation guidelines consistent with Principle 3, the State submits copies of the following policies:

- TCP-C-004
- TCP-C-005
- TCP-C-006
- TCP-C-022

The attached policies are copied directly from the SBE Policy Manual and therefore document the details about their adoption, for example, the current policy date and historical information. For confirmation that these policies have been adopted, the SBE Policy Manual can be accessed online at http://sbepolicy.dpi.state.nc.us/.

All of these policies are found within the Twenty-First Century Professionals (TCP) section of the SBE Policy Manual. Within the TCP section, subsection C contains all policies related to educator evaluation.

TCP-C-004 establishes a statewide teacher evaluation system and set of steps that comprise the teacher evaluation process.

TCP-C-005 establishes a statewide administrator evaluation system and set of steps that comprise the principal and assistant principal evaluation process.

TCP-C-006 contains the evaluation standards for teachers and administrators.

TCP-C-022 requires annual evaluation for all teachers. The abovementioned policies already provided for annual evaluation for principals and assistant principals, but allowed for less frequent evaluation of career-status teachers.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Twenty-first Century Professionals
Category: Qualifications and Evaluations
Policy ID Number: TCP-C-004

Policy Title: Policy establishing the Teacher Performance Appraisal process

Current Policy Date: 09/01/2011

Other Historical Information: Previous Board dates: 07/07/1987, 07/11/1996, 11/05/1998,10/02/2008, 08/04/2011

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 61 .0503

THIS POLICY HAS BEEN ADOPTED BY THE NC STATE BOARD OF EDUCATION, BUT IS STILL PENDING CODIFICATION IN THE NC ADMINISTRATIVE CODE. ALL CODIFIED RULES MAY BE ACCESSED BY GOING TO THE OAH WEBSITE.

Purpose

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

A. The Rubric for Evaluating North Carolina Teachers;

B. This policy; and

C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self- assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

A. A formal observation shall last at least forty-five minutes or an entire class period.

B. Probationary Teachers

1. The principal shall conduct at least three formal observations of all probationary teachers.

2. A peer shall conduct one formal observation of a probationary teacher.

C. Career Status Teachers

1. Career teachers shall be evaluated annually.

2. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

A. Give a rating for each Element in the Rubric;

B. Make a written comment on any Element marked "Not Demonstrated";

C. Give an overall rating of each Standard in the Rubric;

D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;

E. Review the completed Teacher Summary Rating Form with the teacher; and

F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and

B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever he or she:

A. Is rated

1. "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or

2. "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years; and

B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Component 9: Effective Dates and Effect on Licensing and Career Status

Effective with the 2008-2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010-2011 school year, all teachers in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process in which case the local board shall use that instrument.

Beginning Teachers

Effective 2010-2011, beginning teachers must be rated "Proficient" on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Teachers

Effective 2010-2011, a principal must rate a probationary teacher as "Proficient" on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

Process for Abbreviated Annual Evaluations

The annual evaluation requirement for career-status teachers can be met through the Teacher Evaluation Process set forth above, or an abbreviated evaluation.

An abbreviated evaluation consists of evaluator ratings only on Standards One, Four, and Six of the Teacher Evaluation Process.

The abbreviated evaluation process for Standards One, Four, and Six remains consistent with the Teacher Evaluation Process described above with the exception of the requirement for observations.

Teachers receiving an abbreviated evaluation should receive two informal observations of a minimum of twenty minutes each. Observers shall note the teacher's performance in relationship to Standards One and Four on the Rubric for Evaluating North Carolina Teachers.

Teachers receiving an abbreviated evaluation may request that the evaluator conduct a formal observation as described above.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Twenty-first Century Professionals
Category: Qualifications and Evaluations
Policy ID Number: TCP-C-005

Policy Title: Policy Adopting the North Carolina School Executive Evaluation Rubric and Process for School Administrator Evaluation

Current Policy Date: 09/02/2010

Other Historical Information: Previous Board dates: 01/17/1987, 06/05/2008

Statutory Reference: GS 115C-288, 391, 244, 245, 248

Administrative Procedures Act (APA) Reference Number and Category:

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Effective with the 2010-2011 school year, principals and assistant principals are to be evaluated annually using the *North Carolina School Executive; Principal and Assistant Principal Evaluation Process.* As part of the annual evaluation, a mid-year review is to be conducted.

Purpose

The intended purpose of the evaluation process is to assess the principal's or assistant principal's performance in relation to the *North Carolina Standards for School Executives: Principals* in a collegial and non-threatening manner. The individual being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering input from the various stakeholders with an interest in the leadership in the school. The input and evidence gathered by the principal or assistant principal is **not** intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.

Process

The following outlines the principal evaluation process.

Step 1: Orientation
At the beginning of the school year, the superintendent/designee will conduct a group orientation with all of the LEA (Local Education Agency) principals and assistant

principals. At this orientation, each principal and assistant principal will be provided a complete set of materials outlining the evaluation process.

Step 2: Pre-Evaluation Planning
Principals and assistant principals will, complete a self-assessment using the *Rubric for Evaluating North Carolina Principals and Assistant Principals*. This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step 3.

Step 3: Meeting Between Principal/Assistant Principal and Superintendent/Designee
Principals/assistant principals will meet individually with the LEA superintendent/ designee who has been delegated this responsibility to discuss the results of self-evaluation, preliminary performance goals and the evidence and data to be gathered for the evaluation process. The principal/assistant principal and superintendent/designee will agree on the data, evidence, and artifacts necessary to complete the evaluation process and confirm the principal's level of performance.

Step 4: Data Collection
The principal/assistant principal will collect the data agreed upon in step 3. This data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. The LEA superintendent/designee will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community.

Step 5: Mid-Year Evaluation Between Principal/Assistant Principal and Superintendent/Designee
Principals/assistant principals will meet individually with the LEA superintendent or a designee who has been delegated the responsibility to discuss the principal's/assistant principal's progress toward achieving his or her annual goals. This mid-year discussion will focus on the status of goal attainment and mid-year adjustments to action plans that must be made in order to achieve goals by the end of the school year.

Step 6: Prepare a Consolidated Performance Assessment
The principal/assistant principal will synthesize the information obtained under Steps 4 and 5 in order to prepare a consolidated assessment, or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels will be discussed.

Step 7: Meeting Between Principal/Assistant Principal and Superintendent/Designee
The principal/assistant principal and superintendent/designee will meet at the school to discuss progress in completing the evaluation process. They will discuss the self-

assessment, consolidated assessment, and summary evaluation of the principal/assistant principal, which the superintendent/designee prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion; the principal/assistant principal will have them readily available to share at that time. At this meeting, the principal/assistant principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan.

Training

All principals/assistant principals and superintendents/designees must complete approved state training on the rubric and evaluation process.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Twenty-first Century Professionals
Category: Qualifications and Evaluations
Policy ID Number: TCP-C-006

Policy Title: Policy on Standards and Criteria for Evaluation of Professional School Employees

Current Policy Date: 06/02/2011

Other Historical Information: 05/08/1998, 01/13/1999, 11/02/2006, 12/07/2006, 06/07/1007, 09/06/2007, 12/04/2008, 06/02/2011

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C.0504

Begin Policy (Do not tamper with this line)

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Standards for Teacher Evaluation

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students
- Communicate vision to students
- Use data to organize, plan, and set goals

- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all staff to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school, district, and across the state. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of good working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS.

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for children of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students

- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents/guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their children.

- Improve communication and collaboration between the school and the home and community.
- Promote trust and understanding and build partnership with school community.
- Seek solutions to overcome obstacles that prevent parental/community involvement.

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the NC Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum which enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area/discipline.

- Teach the NC Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural

curiosity into an interest in learning. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas/disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity in subject

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility.
- Demonstrate the interconnectedness between the core content and 21st Century content that includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Keep abreast of evolving research and understand the influences on student learning

- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. They engage students in the learning process. Teachers understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with other teachers
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Assist students in use of technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem solving skills.

Teachers encourage students to use inquiry-based investigations, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems.

- Encourage students to ask questions, think creatively, innovate and test ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in classroom in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate students progress
- Provide opportunities for self-assessment
- Use 21st Century knowledge, skills, performance and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE.

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

STANDARD VI: TEACHERS CONTRIBUTE TO THE ACADEMIC SUCCESS OF STUDENTS.

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Standards for Principal and Assistant Principal Evaluation

NORTH CAROLINA STANDARDS FOR SCHOOL EXECUTIVES

FUTURE-READY STUDENTS For the 21st Century

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.

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today schools must have proactive school executives who possess a great sense of urgency.

- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.

- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.

- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.

- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.

- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.

- Leadership is about the executive's ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.

- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.

- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.

- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.

- Leaders bring their "person" to the practice of leadership. Matching the context of leadership to the "person" of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive's development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, "How can one person possess all of these?" The answer is they can not. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;

- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;

- Guide professional development for school executives;

- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- Standard: The standard is the broad category of the executive's knowledge and skills;

- Summary: The summary more fully describes the content and rationale of each Standard;

- Practices: The practices are statements of what one would see an effective executive doing in each Standard;

- Artifacts: The artifacts are evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.

- Competencies: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2003). Unlike many current efforts that look at all of the things principals "might" or "should" do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the "hero leader."

North Carolina's Standards for School Executives are interrelated and connect in executives' practice. They are not intended to isolate competencies or practices. Executives' abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school's ability to reach its goals and will also impact the norms of the culture of the school.

School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don't have to provide it.

The seven standards and their practices are:

Standard 1: Strategic Leadership

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

The school executive practices effective strategic leadership when he or she

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples' attention and imagination;
- Creates processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey

- The degree to which staff can articulate the school's direction and focus

- Student testing data

Standard 2: Instructional Leadership

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

The school executive practices effective instructional leadership when he or she

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;

- Creates an environment of practiced distributive leadership and teacher empowerment;

- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;

- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;

- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;

- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;

- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;

- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;

- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;

- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;

- Creates processes that protect teachers from issues and influences that would detract from their instructional time;

- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

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

The school executive practices effective cultural leadership when he or she

- Creates a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;

- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a "can do" attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement

Artifacts:

- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

Standard 4: Human Resource Leadership

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

The school executive practices effective human resource leadership when he or she

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;

- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;

- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;

- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;

- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;

- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;

- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;

- Is systematically and personally involved in the school's professional activities.

Artifacts:

- School improvement plan

- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains

- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher

- Number of National Board Certified teachers

- Teacher retention data

- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas

- Records of school visits for the purpose of adult learning

- Record of professional development provided staff and an assessment of the impact of professional development on student learning

- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee

- Copies of professional growth plans

- Student achievement data

Standard 5: Managerial Leadership

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

The school executive practices effective managerial leadership when he or she

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:

- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

Summary: A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business

representatives to participate as “stockholders” in the school such that continued investments of resources and good will are not left to chance.

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:

- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school’s image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

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

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus

- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Standard 8: Academic Achievement Leadership

Summary: School executives will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Twenty-first Century Professionals
Category: Qualifications and Evaluations
Policy ID Number: New Policy

Policy Title: **Annual Teacher Evaluation Requirement Policy**

Current Policy Date: 07/07/2011

Other Historical Information:

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category:

Begin Policy (Do not tamper with this line)

Each local board shall adopt a policy requiring career teachers to be evaluated annually. The annual evaluation requirements shall be met by either: (1) Using the Teacher Evaluation Process as set forth in 16 NCAC 6C.0503; or (2) Using an abbreviated evaluation consisting of Standards One, Four, and Six of the Teacher Evaluation Process.

ESEA Flexibility Request
Supplemental Attachments

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Gregory McKnight Professional Development Lead Department of Public Instruction	Garron Gianopulos Psychometrician Department of Public Instruction
Jim Kroening Test Development Lead Consultant Department of Public Instruction	Lou Fabrizio Director for Data, Research, and Federal Policy Department of Public Instruction
Charles Igel Senior Researcher McREL	

SIG Advisory Members

Name, Title	District	School	Model
Ron Thompson, Executive Director of Federal & State Compliance	Charlotte-Mecklenburg	West Meck High Billingsville Elem West Charlotte HS	Transformation
Alana Warren, Executive Director of Federal Programs	Cumberland County	Walter-Spivey Westover HS	Transformation
Danny Gilfort, Principal	Durham Public Schools	Durham Performance Learning Ctr.	Transformation
Judy Leahy, Coordinator of School Improvement Grants	Gaston County Schools	Warlick Alternative, Woodhill Elementary	Turnaround-Both
Patrice Faison, Principal	Guilford County Schools	Oak Hill Elem.	Turnaround
Erik Naglee, Director of Title I	Guilford County Schools	Oak Hill Elem. T. W. Andrews HS Wiley Elem.	Turnaround Transformation Transformation
Melany Paden, Principal	Halifax County Schools	SE Halifax HS	Transformation

George Hancock, Coordinator
George.Hancock@dpi.nc.gov
School Improvement Grants (SIG)
North Carolina Department of Public Instruction
MSC #6351
Raleigh, NC 27699
Phone: 910.783.5921
Fax: 919.807.3968

North Carolina Title I Committee of Practitioners

Last Name	First Name	LEA/Program	Position/Role
Adams	Helen	Wake County	Title I Director (Retired)
Boddie-Haggins	Robin	Nash-Rocky Mount	Executive Director of Federal Programs
Cochran	Colby	Rowan-Salisbury	Assessment & Accountability
Cronin	Teresa	Wake County	Parent
Evans	Thomas	Wilson County Schools	Director Federal Programs
Frinsko	Carla	Pitt County	Principal
Garrett	Carla	Office of Early Learning	Title I Preschool Consultant
Gurtis	Ruth	Lee County	School Board Member
Hales	Kelly	Guilford County Schools	Executive Director of Federal Programs
Hall	Terry	Asheville City Sch (retired)	Even Start
Hare	J. Donald	Guilford County Schools	Federal Programs Director (Retired)
Knapke	Anne	St. Pius C Catholic School	Assistant Principal
Larson	Dr. Don	Brookstone Schools	Private School
Moore	Mary Lee	Chatham County Schools	Media Specialist
Morgan	Lillian	Rowan-Salisbury	Title I/Migrant Director
Neeriemer	Geneva	Buncombe County Schools	Federal Programs Director
Perez	Clemen	Nash-Rocky Mount	Title I/Migrant Director
Phillips	Lisa	SERVE Center at UNC-G	Homeless Education Coordinator
Roberts	Beverly	NC Parent Partners	Parent Advocate
Ron	Thompson	Charlotte Mecklenburg	Executive Director of Federal Programs
Skinner	Dorothy	Camden County Schools	NC Association of Compensatory Educators
Sledge	Terry	Weldon City Schools	Title I Director
Smith	Marty	Vance County Schools	Assistant Superintendent
Smith-Wise	Sharon	Avery County Schools	Private School
Stanley	Willette	Wayne County Schools	Title I Director
Tanner	Elizabeth	Johnston County Schools	President NCACE
Trantham	Fred	Haywood County Schools	Title I Director

The North Carolina National Title I Distinguished Schools Advisory Council
2011-2013

First Name	Last Name	Title	Organization	Address
Danny	Ellis	Pastor	St. Paul Baptist Church Halifax County	Enfield, NC
Cindy	Goodman	Principal	Laurel Hill Elementary Scotland County Schools	Laurel Hill, NC
Chris	Hill	Director	NC Justice Center	Raleigh, NC
Debora	Horton	Executive Director	NC PTA	Raleigh, NC
Elizabeth	Lynch	Principal	South End Elementary Rockingham County Schools	Reidsville, NC
Scottie	Penn		South End Elementary Rockingham County Schools	Reidsville, NC
Beverly	Roberts	Director	NC PIRC	Davidson, NC
Sherry	Schliesser	Principal	Kingswood Elementary Wake County Public Schools	Cary, NC
Lyle	Shaw	Director, Title I	Scotland County Schools	Laurinburg, NC
Alana	Hix	Director, Title I	Cumberland County Schools	Fayetteville, NC
Willi	Webb	Director, Title I	Wake County Public Schools	Raleigh, NC
Pam	Wooten	Media Coordinator	District 7 Elementary Cumberland County Schools	Wade, NC
Versonica	Clay	Principal	Stories Creek Elementary Person County Schools	Roxboro, NC
Kelly	Schofield	Principal	Dana Elementary Henderson County Schools	Hendersonville, NC

North Carolina Department of Public Instruction
Family & Community Task Force Members
2011-2012

Amy Bowles, Gaston County

Libby Brown, Caldwell County

Amy Haigler, Robeson County

Orlando Hernandez, Chatham County

Jose Hernandez-Paris, Charlotte-Mecklenburg Schools

Tomekia Hutchins, Wayne County

Brenda Lassiter, Perquimans County

Brenda Taylor, Northampton County

Roxanne Taylor, Randolph County

Stephanie Wallace, ArtSpace Charter

Allison Whitaker, Department of Public Instruction

http://ncparentinvolvement.wikispaces.com/

ESEA Flexibility Request

Parent Input

Parent/Attendee	Role	School District
Iris Carter	Parent	Duplin
Tiffany Smith	Title I District Contact	Duplin
Elizabeth Austin-Straughn	Community Involvement Coordinator	Duplin
Orlando Hernandez	Title I Specialist	Chatham
Brent Davis	Parent	Duplin
Tomekia Hutchins	Title I Specialist	Wayne
Joi Peacock	Parent	Wayne
Estella Johnson	Parent	Wayne
Cindy Dale Ransom	Parent	Robeson
Cynthia Ransom	Parent	Robeson
Alfredia Locklear	Parent	Robeson
Amy Haigler	Parent Involvement Coordinator	Robeson
Stephanie Wallace	Title I Director	ArtSpace Charter
Cande Honeycutt	Parent	ArtSpace Charter
Isidra Benitez	Parent	Randolph
Salvador Linares	Parent	Randolph
Melissa Hill	Parent	Randolph
Patricia Foust	Randolph County Administrator	Randolph
Johanna Goodyear	Parent	Randolph
Lynette Graves	Title I Director	Randolph
Maria Lopez	Parent	Chatham
Orlando Flores	Parent	Chatham

ACRE Project External Stakeholders

	First Name	Last Name	Organization
1.	Myra	Best	Governor's Office
2.	Valerie	Brown-Schild	NCSU
3.	Alisa	Chapman	UNC-GA
4.	Jere	Confrey	NCSU
5.	Harriette	Davis	Retired Educator
6.	Susan	Fisher	General Assembly
7.	Rebecca	Garland	NCDPI
8.	Jeff	Gorsuch	Buncombe County Schools
9.	Tracey	Greggs	NCDPI – Standards and Assessment
10.	William	Harrison	Chair, State Board of Education
11.	Sam	Houston	Burroughs Wellcome
12.	Cindi	Jolly	STEM Collaborative
13.	Frances	Jones	NCASCD
14.	Antonio	Jordan	NC Community College System
15.	Glenn	Kleiman	Friday Institute – NCSU
16.	Adam	Levinson	NCDPI – Policy and Strategic Planning
17.	Alan	Mabe	UNC-General Administration
18.	Mike	Martin	NCDPI – Policy and Strategic Planning
19.	Robin	McCoy	Durham Public Schools
20.	Tim	McDowell	NC College and Independent Universities
21.	Sarah	McManus	NCDPI – Learning Systems
22.	Bill	McNeal	NCASA
23.	Matt	Militello	North Carolina State University
24.	Denise	Morton	Orange County Schools
25.	JoAnn	Norris	Public School Forum
26.	Liz	Parry	NCSU
27.	Susan	Parry	NCSU
28.	Rebecca	Payne	NCDPI – STEM Education
29.	Renee	Peoples	Swain County
30.	Dawn	Pope	Wake County
31.	Angela	Quick	NCDPI – Academic Services
32.	Karl	Rectanus	NC STEM Community Collaborative
33.	Elic	Senter	NCAE
34.	Kayla	Siler	NCDPI – Policy and Strategic Planning
35.	Jim	Simeon	Sandhills Region Education Consortium
36.	Hiller	Spires	NCSU
37.	Sheri	Strickland	NCAE
38.	Linda	Suggs	Gates Foundation
39.	Lynn	Tennant	General Assembly
40.	Charles	Thompson	ECU
41.	Dana	Wallace	New Schools Project
42.	Marty	Ward	Winston-Salem/Forsyth County
43.	Patricia	Willoughby	North Carolina Business Committee for Education
44.	Gongshu	Zhang	Guilford County Schools
45.	Barbara	Zwadyk	Guilford County Schools

High School Graduation Requirements

From the time students enter kindergarten, they are preparing for high school graduation.

To make sure students stay on track for a high school diploma, please remember that every high school student must meet state course and credit requirements in addition to any local requirements. To view the state course and credit requirements, look below for the section that matches when a student entered ninth grade for the first time.

School counselors are available to answer any questions you may have about what is needed to reach the goal of high school graduation.

For Ninth Graders Entering in
2012-13 and Later
Two Courses of Study Leading to One Diploma

CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	**4 Credits** I, II, III, IV or a designated combination of 4 courses	**4 Credits** OCS English I*, II*, III, IV
Mathematics	**4 Credits** (Algebra I, Geometry, Algebra II) **OR** (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans *A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.*	**3 Credits** OCS Introduction to Mathematics OCS Algebra I* OCS Financial Management
Science	**3 Credits** A physical science course, Biology, Environmental Science	**2 Credits** OCS Applied Science OCS Biology*
Social Studies	**4 Credits** Civics and Economics, World History, American History I: Founding Principles and American History II **OR** AP US History**, additional social studies course**	**2 Credits** OCS Social Studies I (Government/US History) OCS Social Studies II (Self-Advocacy/ Problem Solving)
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education

See Footnotes on page 2

Continued From Previous Page		
CONTENT AREA	**FUTURE-READY CORE Course of Study Requirements**	**FUTURE-READY OCCUPATIONAL Course of Study Requirements**
Electives or other requirements* **	**6 Credits required** **2 elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – World Languages **4 elective credits strongly recommended (four course concentration) from one of the following:** – Career and Technical Education (CTE)**** – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	**6 Credits** **Occupational Preparation:** OCS Preparation I, II, III, IV***** Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical		**4 Credits** Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		Recommended: at least one credit in an arts discipline and/or requirement by local decision
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

* OCS courses aligned with Future Ready Core courses in English I, English II, Algebra I/Integrated Math I, and Biology (New Common Core State Standards and new NC Essential Standards implemented in the 2012-13 school year).

** A student who takes AP US History instead of taking US History I and US History II must also take an additional social studies course in order to meet the four credits requirement.

*** Examples of electives include JROTC and other courses that are of interest to the student.

**** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf.

***** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

For Ninth Graders Entering in 2009 – 2011-12 Two Courses of Study Leading to One Diploma		
CONTENT AREA	**FUTURE-READY CORE** **Course of Study Requirements**	**FUTURE-READY OCCUPATIONAL** **Course of Study Requirements**
English	**4 Credits** I, II, III, IV *Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses*	**4 Credits** OCS English I*, II*, III, IV
Mathematics	**4 Credits** (Algebra I, Geometry, Algebra II) **OR** (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans *A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.*	**3 Credits** OCS Introduction to Mathematics OCS Algebra I* OCS Financial Management
Science	**3 Credits** A physical science course, Biology, Environmental Science	**2 Credits** OCS Applied Science OCS Biology*
Social Studies	**3 Credits** Civics and Economics, US History, World History	**2 Credits** OCS Social Studies I (Government/US History) OCS Social Studies II (Self-Advocacy/ Problem Solving)
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education

See Footnotes on page 4

Continued From Previous Page		
CONTENT AREA	**FUTURE-READY CORE** **Course of Study Requirements**	**FUTURE-READY OCCUPATIONAL** **Course of Study Requirements**
Electives or other requirements**	**6 Credits required** **2 elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – World Languages **4 elective credits strongly recommended (four course concentration) from one of the following:** – Career and Technical Education (CTE)*** – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	**6 Credits** **Occupational Preparation:** OCS Preparation I, II, III, IV**** Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical		**4 Credits** Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		Recommended: at least one credit in an arts discipline and/or requirement by local decision
Total	21 Credits plus any local requirements	22 Credits plus any local requirements

* OCS courses aligned with Future Ready Core courses in English I, English II, Algebra I/Integrated Math I, and Biology.

** Examples of electives include JROTC and other courses that are of interest to the student.

*** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: http://www.ncpublicschools.org/docs/cte/publications/career/clusters.pdf.

**** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

For Ninth Graders Entering Between 2000 – 2008-09 Four Courses of Study Leading to One Diploma				
CONTENT AREA	**CAREER PREP Course of Study Requirements**	**COLLEGE TECH PREP* Course of Study Requirements**	**COLLEGE/ UNIVERSITY PREP Course of Study Requirements** (UNC 4-yr college)	**OCCUPATIONAL Course of Study Requirements**
English	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** Occupational English I, II, III, IV
Mathematics	**3 Credits** Including Algebra I *This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.*	**3 Credits*** Algebra I, Geometry, Algebra II, **OR** Algebra I, Technical Math I & II, **OR** Integrated Mathematics I, II, & III	**4 Credits** Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite **OR** Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	**3 Credits** Occupational Mathematics I, II, III
Science	**3 Credits** A physical science course, Biology, Earth/ Environmental Science	**3 Credits** A physical science course, Biology, Earth/ Environmental Science	**3 Credits** A physical science course, Biology, Earth/ Environmental Science	**2 Credits** Life Skills Science I, II
Social Studies	**3 Credits** Civics and Economics, US History, World History	**3 Credits** Civics and Economics, US History, World History	**3 Credits** Civics and Economics, US History, World History *(2 courses to meet UNC minimum admission requirements - US History & 1 elective)*	**2 Credits** Social Studies I (Government/US History) Social Studies II (Self-Advocacy/ Problem Solving)
World Languages	Not required	Not required*	**2 Credits** in the same language	Not required
Health and Physical Education	**1 Credit** **Health/Physical Education**	**1 Credit** **Health/Physical Education**	**1 Credit** **Health/Physical Education**	**1 Credit** **Health/Physical Education**

See Footnotes on page 7

Continued from Previous Page				
CONTENT AREA	**CAREER PREP Course of Study Requirements**	**COLLEGE TECH PREP* Course of Study Requirements**	**COLLEGE/ UNIVERSITY PREP Course of Study Requirements** (UNC 4-yr college)	**OCCUPATIONAL Course of Study Requirements**
Electives or other requirements**	**2 Elective Credits** and other credits designated by LEA	**2 Elective Credits** and other credits designated by LEA	**3 Elective Credits** and other credits designated by LEA	**Occupational Preparation: 6 Credits** Occupational Preparation I, II, III, IV*** Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical******	**4 Credits in Career/ Technical** Select courses appropriate for career pathway to include a second level (advanced) course; **OR**	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	**4 Credits** Career/Technical Education electives
JROTC	**4 Credits in JROTC; OR**			
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	**4 Credits in an Arts Discipline** Select courses appropriate for an arts education pathway to include an advanced course.			
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

See Footnotes on page 7

* A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University prep course of study by completing two credits in the same second language and one additional unit in mathematics.

** Examples of electives include JROTC and other courses that are of interest to the student.

*** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

**** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Pathways chart located at: http://www.ncpublicschools.org/cte/publications/career/technicalrequirements.

ACRE Accountability and Curriculum Reform Effort in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

PROJECT MAP 2010-12

Supplemental Attachment C

Newer ACRE work streams connecting directly with teachers, leaders, parents and students

Tools and training, blending online and face-to-face learning experiences to help educators increase effectiveness and transition to new standards and assessments. Included are the creation of instructional toolkits, NC FALCON formative assessment training modules, new standards roll-out, using data to make decisions and Response to Instruction.

Professional Development

Communication & Change Management

Diverse communication strategies that memorably inform all stakeholders (esp. students, parents, teachers, principals) and build understanding and investment in ACRE. Communication strategies include website, webinar series, listserves, internal newsletter and LEA concierge service.

Ongoing central work to revise standards, assessment and accountability

Standards

College and career-ready standards. A new set of academic standards benchmarked against the best national and international expectations. The goal is to set fewer, clearer and higher standards that , when achieved, ensure a student is ready for post-secondary education and work. Standards include Common Core in ELA and Math and NC Essential Standards in all other subjects. Curricular support resources will be developed to support the transition.

Assessment

Summative

Benchmark

Formative

A **comprehensive assessment system** with a focus on using assessments to improve instruction and fairly assess learning and instructional effectiveness. Plan includes updated EOG and EOCs, a tool to build common benchmark assessments and a variety of formative assessment tools including progress monitoring tools, writing assessments, in-class formative assessment training, portfolio assessments and data tools to improve instruction.

Accountability

A **revised model** that includes measures of post-secondary readiness, robust, fair growth measures, revised reporting functions and motivates behavior that improves student outcomes.

Newer work to deliver new standards, assessments and teaching tools

Instructional Improvement System (IIS)

User-friendly online platform to house and deliver teacher tools, particularly formative benchmark and summative assessments, data analysis tools, professional development and instructional resources.

Newer work to build LEA capacity to implement online tools

Instructional Technology and Infrastructure Initiatives

Provide assistance to LEAs to ensure the technology infrastructure is in place to support implementation of technology-enhanced instruction and assessment tools. In addition, provide consultation to schools about best practices in implementing these tools and evaluation of their progress towards doing so.

RESA Partnership and DPI Common Core State and North Carolina Essential Standards Professional Development

Statewide Calendar 2011-12

Common Core and Essential Standards DPI and RESA Professional Development

***Sessions are from 9am-4pm, unless otherwise noted**

Region 1 Northeast		*Region 2 Southeast*		*Region 3 Central Carolina*		*Region 4 Sand Hills*	*Region 5 Piedmont*		*Region 6 Southwest*	*Region 7 Northwest*		*Region 8 Western*
Sept. 20 ELA	Sept. 21 Process Support	Sept. 26 ELA K-5/6-12	Sept. 27 Process Support	Sept. 14 ELA	Sept. 15 Process Support	Oct. 28 ELA	Oct. 13 ELA	Oct. 14 Process Support	Sept. 12 ELA	Sept. 12 Math	Sept. 13 Process Support	Sept. 19 Math
Nov. 15 Math	Nov. 16 Process Support	Oct. 17 Math K-5/6-12	Oct. 18 Process Support	Oct. 4 Math	Oct. 5 Process Support	Nov. 9 Math	Dec. 1 Math	Dec. 2 Process Support (ADDED)	Nov.14 Math	Nov. 14 ELA	Nov.15 Process Support	Nov. 7 ELA
Jan. 24 Sci/SS		Jan.12 Sci/SS		Nov. 2 Sci/SS **(9am-3pm)**		Jan. 31 Sci/SS	Jan. 26 Sci/SS		Jan.9 Sci/SS	Jan. 19 Sci/SS	Jan. 20 Process Support	Feb. 16 Sci/SS
Mar. 20 K-12 Programs (Arts, ELD, WL and HL)	Mar. 21 Process Support	Mar. 19 K-12 Programs (Arts, ELD, WL and HL) (location change)		Mar. 14 K-12 Programs (Arts, ELD, WL and HL)	Mar. 15 Process Support	Feb. 16 K-12 Programs (Arts, ELD, WL and HL)	Mar. 8 K-12 Programs (Arts, ELD, WL and HL)		Mar. 12 K-12 Programs (Arts, ELD, WL and HL)	Mar. 8 Process Support	Mar. 9 K-12 Programs (Arts, ELD, WL and HL)	Mar. 26 K-12 Programs (Arts, ELD, WL and HL)
May 8 ELA and Math	May 9 Process Support	May 7 ELA and Math	May. 8 Process Support	May 2 ELA and Math		April 19 ELA and Math	Mar. 22 ELA and Math		May. 7 ELA and Math	May 3 ELA and Math	May. 4 Process Support	April 24 ELA and Math

ACRE Accountability and Curriculum Reform Effort in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

PROJECT MAP 2010-11

Newer ACRE work streams connecting directly with teachers, leaders, parents and students

Ongoing central work to revise standards, assessment and accountability

Newer work to deliver new standards, assessments and teaching tools

Newer work to build LEA capacity to implement online tools

Tools and training, blending online and face-to-face learning experiences to help educators increase effectiveness and transition to new standards and assessments. Include are the creation of instructional toolkits, NC FALCON formative assessment training modules, new standards roll-out, using data to make decisions and Response to Instruction.

D5

Professional Development

Communication & Change Management

Diverse communication strategies that memorably inform all stakeholders (esp. students, parents, teachers, principals), build understanding and investment in ACRE. Communication strategies include website, webinar series, listserve, internal newsletter and LEA concierge service.

B3

Standards

College and career-ready standards. A new set of academic standards benchmarked against the best national and international expectations. The goal is to set fewer, clearer and higher standards that, when achieved, ensure a student is ready for post-secondary education and work. Standards include Common Core in ELA and Math and NC Essential Standards in other subjects. Curricular support resources will be developed to support the transition.

B3

Assessment

Summative

Benchmark

Formative

A **comprehensive assessment system** with a focus on using assessments to improve instruction and fairly assess learning and instructional effectiveness. Plan includes updated EOC and EOCs, a tool to build common benchmark assessments and a variety of formative assessment tools including progress monitoring tools, writing assessments, in-class formative assessment training, portfolio assessments and data tools to improve instruction.

B3 & C3

Accountability

A **revised model** that includes measures of post-secondary readiness, robust, fair growth measures, revised reporting functions and motivates behavior that improves student outcomes.

Instructional Improvement System (IIS)

User-friendly online platform to house and deliver teacher tools, particularly formative benchmark and summative assessments, data analysis tools, professional development and instructional resources.

C3

Instructional Technology and Infrastructure Initiatives

Provide assistance to LEAs to ensure the technology infrastructure is in place to support implementation of technology-enhanced instruction and assessment tools. In addition, provide consultation to schools about best practices in implementing these tools and evaluation of their progress towards doing so.

A2

Jan 2010

Professional Development Resources: Menu of Online Modules

PHASE I MODULES 2010-2011

- Module 1: *The Call for Change: An Overview of the Common Core and Essential Standards*
- Developing Local Curricula
- NC Professional Teaching Standards
- Understanding the Standards
- Understanding Student Behavior I
- Revised Bloom's Taxonomy

PHASE II MODULES 2011-2012

- Understanding Student Behavior II
- 21st Century Skills
- NC School Executive Standards
- Data Literacy
- Literacy Across the Content Areas
- Digital Literacy
- NC FALCON: Student Ownership Component

Online support to increase teacher understanding and implementation of standards

NOTE: Key indicators are indicators that are selected by the SEA as being high priority. In the Indistar® implementation tool, key indicators are those that specifically guide a school team in meeting the federal requirements.

Turnaround Principles - Strong Leadership - Review performance of principal

C01	KEY	The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a change leader. (1639)

Turnaround Principles - Strong Leadership - Ensure principal is a change leader

C02		The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (1640)
C03		The LEA has an established policy and process/rubric for screening candidates. (1641)
C04		The LEA has an established process for preparing to interview candidates. (1642)
C05	KEY	The LEA has an established criteria and format for interviewing candidates. (1643)
C06	KEY	The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)
C07		The principal is a change leader. (1664)
C08	KEY	The principal effectively and clearly communicates the message of change. (1665)
C09		The principal collects and acts on data from a variety of sources and in a timely manner. (1666)
C10		The principal, after reviewing the data, seeks quick wins. (1667)
C11		The principal provides optimum conditions for a school intervention team to make decisions and act on their decisions. (1668)
C12		The principal, with the school intervention team, persists and perseveres, but discontinues failing strategies. (1669)
C13	KEY	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)
G01	KEY	The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (1645)

Turnaround Principles - Strong Leadership - Operational flexibility

A01		The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support interventions. (1633)
A02		The LEA has reoriented its culture toward shared responsibility and accountability. (1634)
A03	KEY	The LEA has established performance objectives for each Priority school. (1635)
A04		The LEA has aligned resource allocation (money, time, human resources) within the school's instructional priorities. (1636)
A05		The LEA has established a turnaround office or zone (to also include interventions and other models). (1637)
B01		The LEA has an LEA intervention team. (1629)
B02		The LEA has assessed its LEA capacity to support interventions. (1630)
B03		The LEA provides LEA intervention team members with information on what the LEA can do to

		promote rapid improvement. (1631)
B04	KEY	The LEA has designated an internal lead partner for each Priority school. (1632)
B05		The LEA has identified potential external providers. (1654)
B06		The LEA has written and issued a request for proposals from potential external providers. (1655)
B07	KEY	The LEA has developed transparent selection criteria for external providers. (1656)
B08	KEY	The LEA has reviewed proposals, conducted due diligence, and selected external provider(s). (1657)
B09	KEY	The LEA has negotiated contracts with external providers, including goals, benchmarks, and plans to manage assets. (1658)
B10		The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (1659)
B11		The LEA is prepared to proactively deal with problems and drop strategies that do not work. (1660)
B12	KEY	The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (1661)
B13		The LEA/School persists and perseveres, but discontinues failing strategies. (1653)
B14	KEY	The LEA has appointed a school intervention team. (1662)
B15	KEY	The LEA provides the school intervention team members with information on what the school can do to promote rapid improvement. (1663)

Turnaround Principles - Effective Teachers - Evaluate staff

D01	KEY	The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)
D02	KEY	The principal includes evaluation of student outcomes in teacher evaluation. (1672)
D03		The principal makes the evaluation process transparent. (1673)
D04		The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (1674)
D05	KEY	There is an established procedure for documenting the evaluation process. (1675)
D06	KEY	The principal provides timely, clear, constructive feedback to teachers. (1676)
D07	KEY	The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)
D08		The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)
E08	KEY	The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)

Turnaround Principles - Effective Teachers - Recruit, retain, and reward staff

E01		The LEA/School has created a system for making awards that is transparent and fair. (1679)
E02		The LEA/School has worked with teachers at each stage of developing and implementation the system of awards. (1857)
E03		The LEA/School has implemented a communication plan for building stakeholder support. (1681)
E04		The LEA/School has secured sufficient funding for long-term program sustainability. (1682)

E05	KEY	The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (1683)
E06	KEY	The LEA/School has identified and established non-monetary staff incentives for performance. (1684)
G02	KEY	The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the interventions. (1646)
G03	KEY	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)

Turnaround Principles - Effective Teachers - Replace staff

E07	KEY	The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)
E09	KEY	The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (1687)
E10		The LEA has negotiated expedited processes for performance-based dismissals in Priority schools. (1688)
E11		The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (1689)
E12	KEY	The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)
E13		The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)

Turnaround Principles - Effective Teachers - Provide professional development

F01	KEY	The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)
F02	KEY	The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)
F03	KEY	The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)
F04	KEY	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)
F05		The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)
F06		The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies. (1697)
F07	KEY	The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)
F08	KEY	The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)
F09	KEY	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)
F10		The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)

F11		The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (1702)
F12	KEY	The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)

Turnaround Principles - Extended Time

I01	KEY	The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)
J01		The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)
J02		The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)
J03	KEY	The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)
J04	KEY	The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)
J05		The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)
J06	KEY	The LEA/School creates and sustains partnerships to support extended learning. (1708)
J07	KEY	The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)
J08	KEY	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)

Turnaround Principles - Strong Instructional Programs

H01	KEY	The principal ensures that teachers align instruction with standards and benchmarks. (1714)
H03	KEY	All teachers, working in teams, prepare standards-aligned lessons. (1718)
I03	KEY	All teachers, working in teams, differentiate and align learning activities with state standards. (1716)
I04	KEY	All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)
I05	KEY	All teachers employ effective classroom management. (1721)

Turnaround Principles - Use of Student Data

H02	KEY	All teachers assess student learning frequently using standards-based classroom assessments. (1717)
I02	KEY	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)

Turnaround Principles - School Environment and Social Emotional Learning

K07		The LEA/School has established a positive organizational culture. (1651)

Turnaround Principles - Family and Community Engagement

K01	KEY	All teachers demonstrate sound homework practices and communication with parents. (1720)
K02		The LEA/School has assigned intervention team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the interventions. (1647)
K03		The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)
K04	KEY	The LEA/School has engaged parents and community in the intervention process. (1649)
K05		The LEA/School has support for interventions from all stakeholders. (1650)
K06		The LEA/School helps stakeholders overcome resistance to change. (1652)

November 15, 2011

North Carolina Institution of Higher Education Teacher Preparation Program Report Card

Sample University
401 South Sample Street
Greensboro, NC 26490
Dean Julia K. Sample
http://www.sample/edu/teaching

Students

Number of Full-Time Students Enrolled in Program: 1,401
Number of Full-Time Students Pursuing Licensure Only: 800
Number of Part-Time Students Enrolled in Program: 50
Number of Part-Time Students Pursuing Licensure Only: 15
Number Pursuing Lateral-Entry through Program of Study:10
Number Enrolled in Courses Leading to Lateral-Entry License: 5
Mean SAT Score of Admitted Students: 1050
Mean ACT Score of Admitted Students: 25
Mean GPA of Admitted Students: 3.0

Transition to the Classroom

Average Number of Semesters from Program Acceptance to Completion
•Full-Time Students Enrolled in Program: 5
•Full-Time Students Pursuing Licensure Only: 8
•Part-Time Students Enrolled in Program: 10
•Part-Time Students Pursuing Licensure Only: 7
Average Passage Rate for Teacher Licensure Exams: 97%
Number of Student Teachers: 400
Percentage of formally admitted students to program completers within 3 years: 88%
Percentage of Program Completers Licensed within One Year of Program Completion: 95%
Percentage of Program Completers Employed within One Year of Program Completion: 95%

Effectiveness of Program Graduates

The following reflect the effectiveness of graduates from this teacher preparation program from the last three years (2008 – present).

Standard One: Teachers demonstrate leadership.
Percent "Not Demonstrated:" 3% Percent "Developing:" 5%
Percent "Proficient:" 28% Percent "Accomplished:" 25%
Percent "Distinguished:" 39%

Standard Two: Teachers establish a respectful environment for a diverse population of students.
Percent "Not Demonstrated:" 3% Percent "Developing:" 5%
Percent "Proficient:" 28% Percent "Accomplished:" 25%
Percent "Distinguished:" 39%

Standard Three: Teachers know the content they teach.
Percent "Not Demonstrated:" 3% Percent "Developing:" 5%
Percent "Proficient:" 28% Percent "Accomplished:" 25%
Percent "Distinguished:" 39%

Standard Four: Teachers facilitate learning for their students.
Percent "Not Demonstrated:" 3% Percent "Developing:" 5%
Percent "Proficient:" 28% Percent "Accomplished:" 25%
Percent "Distinguished:" 39%

Standard Five: Teachers reflect on their practice.
Percent "Not Demonstrated:" 3% Percent "Developing:" 5%
Percent "Proficient:" 28% Percent "Accomplished:" 25%
Percent "Distinguished:" 39%

Standard Six: Teachers contribute to the academic success of students.
Percent "Lower than Expected Growth:" 15%
Percent "Expected Growth:" 70%
Percent "Higher than Expected Growth:" 15%
Mean Value-Added Score for Graduates: 1.2

Faculty

Number of Teacher Education Faculty Appointed Full-Time in Professional Education: 70
Number of Teacher Education Faculty Appointed Part-Time in Professional Education while Full-Time Overall at Institution: 60
Number of Teacher Education Faculty Appointed Part-Time in Professional Education: 75

Public School Partnerships

Districts in Formal Partnership with the Teacher Preparation Program: 10
•Guilford County Schools
•Wake County Public Schools System
•Durham Public Schools
•Harnett County Schools
•Vance County Schools
•Halifax County Schools
•Warren County Schools
•Hoke County Schools
•Anson County Schools
•Haywood County Schools

Number of Vacancies Reported in Region:
5 Elementary Science 10 Elementary EC
9 Secondary ELA 11 Secondary Science

Licensure Areas of Graduates (last three years):
25% Elementary Education
50% Secondary Science
25% Secondary Social Studies

Accreditation of Teacher Preparation Program

National Council for Accreditation of Teacher Preparation, 2010
Teacher Education Accreditation Council, 2009
Council for the Accreditation of Teacher Preparation, 2010

Program Areas and Levels Offered

Art (K-12), BS; Biology, Secondary Education, BS; Business Education, Secondary Education, BS, with concentrations in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS; Child Development: B-K, BS, MA; Communication Disorders (K-12), MA; Counseling and Guidance (School Counseling) with concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS.

Highlight of Teacher Preparation Program

Goal:
Sample University strives to prepare teachers to engage in the emerging global economy.
Progress Toward Goal:
75% of Sample University's teacher education program graduates are multi-lingual and able to work with diverse learners.

DRAFT

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

Report to the North Carolina General Assembly

Response to the School and Teacher Paperwork Reduction Act

Session Law 2011-379
House Bill 720

Date Due: November 15, 2011
Report # 29
DPI Chronological Schedule, 2011-2012

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Introduction

This report has been prepared by the North Carolina Department of Public Instruction (NCDPI) in response to the School and Teacher Paperwork Reduction Act (Session Law 2011-379, House Bill 720). The report focuses on the portion of the bill that amends G.S 115C-12(19). The language reads:

"….*The State Board shall report to the Joint Legislative Education Oversight Committee by November 15 of each year on the reports it has consolidated or eliminated for the upcoming school year*."

In order to enable NCDPI to meet the responsibility of providing accurate and timely data to key stakeholders, the Data Management Group was established. The DMG is the official data management oversight body of the NCDPI and as such is charged with the responsibility and authority to set policy and resolve issues concerning agency data collection, management and use. Comprised of representation from each business unit, the DMG supports the agency's efforts to achieve the State Board of Education's (SBE's) mission, by ensuring data quality, accountability and timeliness, all of which are essential to enabling data-driven decision-making.

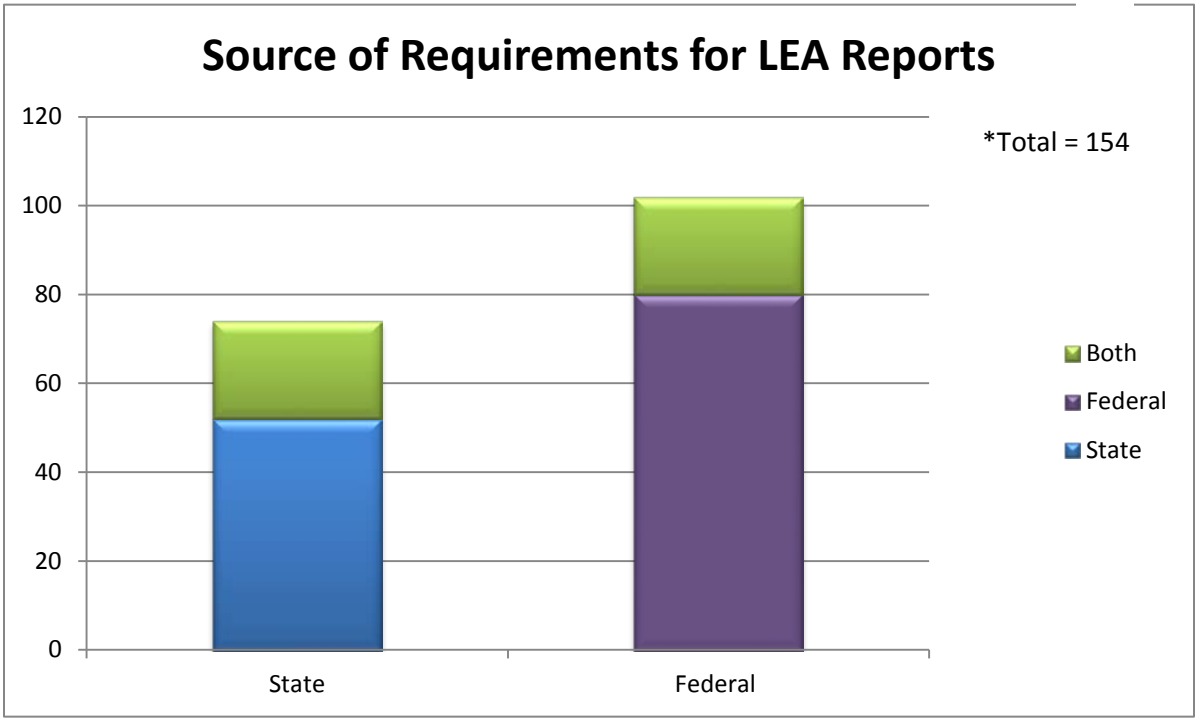
To inform North Carolina Local Education Agency (LEA) units of the reporting requirements that NCDPI has for them, the Data Management Group created a Master Data Calendar (MDC) several years ago. The MDC, which is found in an abbreviated form in **Appendix A** and in its entirety on the DMG website (http://www.ncpublicschools.org/data/calendar/), is a complete list of all reports required by NCDPI along with a citation of the relevant law, the reporting method, the due date of the report and the NCDPI contact person. NCDPI annually shares the calendar with Superintendents from all 115 LEAs and the Principals/Directors from each Charter School.

Sources for Reports Required of LEAs

Currently, LEAs are required to submit 154 reports to NCDPI for the 2011-12 school year. Nearly all of those reports are required by federal or state law. Much of the federally mandated reporting is tied to program monitoring and large funding sources like Titles I, II and III. The elimination of such reporting could result in a significant loss of funds for the LEAs. In addition, NCDPI does not have the authority to eliminate any reporting required by the NC General Assembly.

Table 1 shows the breakdown of the sources for the reporting requirements. Fifty two of the reports are required by state legislation or State Board of Education policy. Eighty of the reports are intended to satisfy federal reporting requirements, and 22 reports are required by both North Carolina and the federal government.

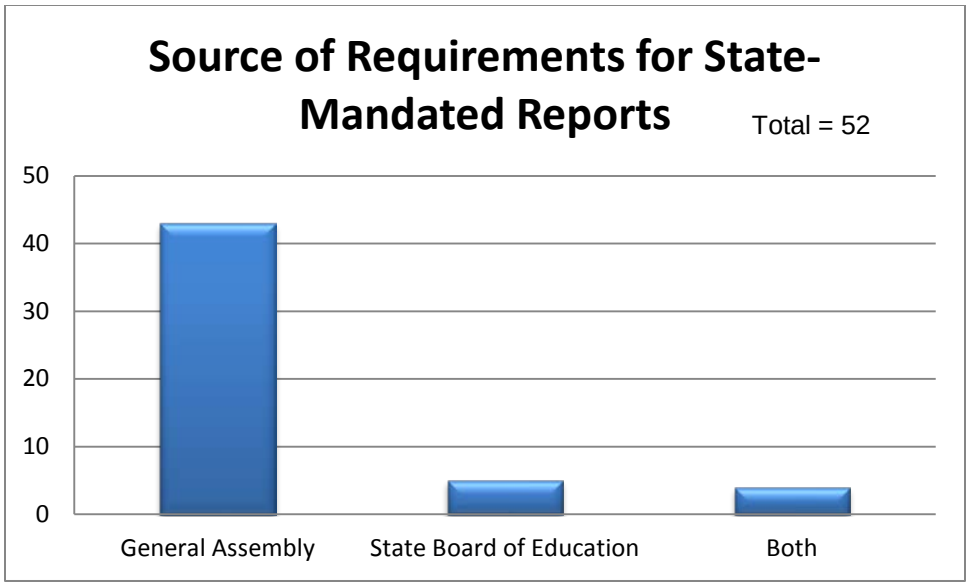
Table 1



*Note that the sum of the "State" and "Federal" columns is greater than 154 because the "Both" category is repeated in each.

The mandates for the 52 reports required exclusively by the state come from both the North Carolina General Assembly and the State Board of Education. **Table 2** shows the breakdown of how many reports are required by each body. Legislation from the General Assembly is the origin for 43 reports. State Board policy dictates five of the reports, and four of the reports are required for both the General Assembly and the State Board of Education.

Table 2



Response Process

As a first step in responding to SL 2011-379, the Data Management Group and the Business Owners in the agency conducted a thorough review of the Master Data Calendar to find opportunities to consolidate similar reports or eliminate reports that are no longer necessary. After the internal review process, the Regional Roundtable leads, in conjunction with the Regional Education Service Alliance (RESA) directors, contacted all LEAs by phone, email and in person to solicit their feedback on the MDC. The DMG also asked the members of its LEA Advisory Group for input. The LEAs were provided with a copy of the MDC and asked to answer four questions:

1. Which reports in the MDC could be consolidated?
2. Which reports in the MDC could be eliminated?
3. Which reports in the MDC could be automated?
4. Which reports in the MDC require the most effort for the LEA/Charter School to complete?

The DMG received responses from 55 LEAs. **Table 3** shows a breakdown of the LEAs responding by State Board District.

Table 3

State Board District	Number of Participants
District 1	8
District 2	8
District 3	4
District 4	2
District 5	7
District 6	4
District 7	11
District 8	11

LEA Responses

The short reporting time frame mandated by the reporting requirements of the General Assembly resulted in a brief period for collecting LEA responses. Because of this constraint, input from the LEAs was submitted in free-form. This format allowed for a richness of ideas, but made quantitative analyses of their feedback difficult. However, some themes did emerge.

Titles I, II, and III applications and reports were frequently listed as burdensome and many LEAs requested that they be eliminated. But as was previously noted, these federal reports cannot be eliminated due to funding implications.

Several LEAs indicated that the Annual Media and Technology Report (AMTR) and the Local Salary Supplements (SS-300) are time-consuming for them. The AMTR is necessary for both federal and state requirements. Federally, it is used to comply with Title II, Part D and with the Education Data Exchange Network (EDEN). At the state level, the AMTR is used for evaluating readiness for Online Assessment, the NCEdCloud and the Instructional Improvement System (IIS) and for work on 1:1 initiatives in technology. In addition, the data in the section of the NC School Report Cards listed under Access to Books and Technology comes from the AMTR.

The SS-300 collects information about the local supplements for teachers, principals, assistant principals, superintendents, high school band directors, and coaches. This data collection provides one centralized report with information on the difference in educator salary between the LEAs, and the report is frequently requested by teachers (both instate and out of state), county commissioners, researchers, public policy makers and media. Without this data collection, requestors would have to request the information from each of the 115 LEAs comparison, which is especially difficult for out of state teachers interested in working in North Carolina. NCDPI requires LEAs to submit this report so the most accurate information is reported. NCDPI has been testing ways to calculate the local supplement using other data collections, but due to the inconsistencies between LEAs in the frequency and method of supplement payments, the accuracy of the results have not been replicated.

Some of the other state required reports are necessary for the LEAs to communicate their intentions with the agency. For example, several LEAs suggested eliminating the Calendar Waiver reporting requirement because NCDPI gathers information about days missed to validate waivers. However, while NCDPI does have the information about the missed days, the report is still necessary because it signifies the LEA's interest in obtaining a waiver and demonstrates their local Board's agreement with the request.

NCDPI will research many of the other suggestions from the LEAs to determine their feasibility. The Exceptional Children Division will investigate the possibility of automating the Special State Reserve and Risk Pool applications, and the Federal Programs Division will look at combining the Homeless Data Collection and the McKinney-Vinto competitive grant. In some cases the suggestions from LEAs are already in process. For instance, an automated Positive Behavior Intervention and Support (PBIS) system is in development.

Eliminating Unnecessary Reports

Through the extensive review process, 20 reports were found to be obsolete for SY 2011-12 due to changes in legislation, processes and the end of the underlying funding. These reports were removed from the Master Data Calendar. (The list of deleted reports is found in **Appendix B**). The eliminated reports came from all

areas of the agency, but were concentrated most heavily in the Academic Services and Instructional Support and Financial and Business Services areas. **Table 4** shows the breakdown of eliminated reports by business area.

Table 4

Business Area	Number of Reports Eliminated
Academic Services and Instructional Support	10
Financial and Business Services	8
Educator Development and Recruitment	1
Accountability Services	1

Conclusion

SL 2011-379 helped bring awareness across the state of unnecessary paperwork and the opportunities for a reduction in effort. NCDPI is committed to continuing the effort to curtail the reporting burden on the state's LEAs while working within the constraints of applicable state and federal laws.

Appendix A: Highlights of the Master Data Calendar

Submission	Description	Source of Program Funding	Program Participation Required?	Law Citation/ SBE Policy	Submission Due Date
ABCs Transfer of Funds Form	Used by LEAs to transfer funding from and to eligible allotment categories to meet need of LEAs	State	Mandatory	NCGS 115C-105.25	As Needed
Accrual Adjustment	LEAs report accrual info for 11/12 month installments	State	Mandatory	NCGS 115C-47(21), 302(a) & 315(d)	June 30
Alternate Assessment Files	Extend1 (registration and score submission)	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	June 30
Alternative Learning Program	Roster-Placements by ethnicity, gender, grade	State	Mandatory	NCGS 115C-12(27)	June 30 (annually)
Alternative School Local Options Data	Alternative Schools designate additional data indicators for ABCs	State	Mandatory	SBE Policy GCS-C-013 and GCS-C-022	December 1
Annual Census for Deaf-Blind	List of students in LEA, private or other setting who meet criteria of deaf-blindness	Federal	Mandatory	Funded RFP CFDA: 84.326C (5) (b) (1) requires this data to be collected and reported	April

Annual Dropout Report	Dropout data	State	Mandatory	NCGS 115C-12(27) & NCGS 115C-378	October 1 (annually)
Annual Media and Technology Report (AMTR)	Report of media/technology resources in each school and LEA	State	Mandatory	NCGS 115C-102.7	January and June
Annual Survey of Children in Local Institutions for Neglected Programs	Annual Evaluation Report	Federal	Mandatory	Title I, Part D, PL 107-110 (NCLB)	May
Application	Application - Site and program information on contact person and programs to be implemented	Federal	Mandatory	7CFR Part 210 - NSLP 215-SMP, 220-SBP Part 245	July 1
Bus Inventory Survey	Count of buses used during current school year, forms basis for bus replacement order for coming year	State	Mandatory	Allotment Policy Manual	March 15
Calendar Waiver Request - LEA Wide	Allows LEAs with more than 8 closed days per year during any 4 of last 10 years to be waived from Calendar Bill start date of 8/25 or end date of 6/10 of each year	State	Mandatory	NCGS 115C-84.2, (HB 1464 2004)	August 15
Career Pathway Concentrator Feedback	Collects information from concentrators about high school, further education and work the first year out of high school	State & Federal	Mandatory	PL 109-270/Title I Sect. 113 & GS 115C-154	March 11
Charter School Initial Enrollment	Request for charter school enrollment by LEA; allows allotments to be made at per pupil funding amount from where students reside	State	Mandatory	NCGS 115C-238.29	June 15

Child Count	Children with disabilities who receive special education and related services according to an Individualized Education Program (IEP) or Service Program	Federal	Mandatory	IDEA 300.752	December 1
Child Count	Children who are academically or intellectually gifted (AIG) who have a Differentiated Education Plan (DEP), including AIG who are also identified as Exceptional Children	State	Mandatory	NCGS 115C-110	April 29
Class-size	Permission to exceed class-size	State	Mandatory	Policies Governing Services for Children with Disabilities-Appendix A	July 1-May
Clustered Students with Disabilities (SWD)	SWD attending one school being counted in performance of another school	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	April 1 (updates until April 15)
Collection Dates Submission System	Dates for designated local school testing cycle events [Twentieth Day (20D) First Day of Fall Testing (FDF), First Day of Spring Testing (FDS)]	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	Beginning of school year, with updates as necessary
Common Follow-Up	Student record on every student in grades 9-12 to Employment Security Commission for support of job training, education, and placement programs	State	Mandatory	NCGS 96-33	November

Community Residential Centers	Funds for Special Education Services	State	Mandatory	Policies Governing Services for Children with Disabilities	August/September/October
Construction Cost Data	Awarded bid prices for construction of new schools	N/A	Optional	N/A	Quarterly
Contract Transportation	List of contracts in place for transporting EC children or other transportation other than yellow school buses	State	Mandatory	Allotment Policy Manual	October 15
Corrective Action Report	LEAs report corrective actions taken for audit exceptions	State & Federal	Mandatory	Single Audit Act Of 1984 OMB Circular A-128, A-133	Within 45 days of letter sent
Data Verification	Superintendent certification that data are complete and correct	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	June 30
Developmental Day	Funds for Special Education Services	State	Mandatory	IDEA Part B, State Performance Plan	August/September/October
Eighth Grade Computer Skills Proficiency	School-level determination of 8th grade computer skills proficiency	Federal	Mandatory	Title II, Part D (NCLB)	June 10
Exceptional Children (EC) Grants - 611	Collects data to support grant application for IDEA 611 funds	Federal	Mandatory	IDEA Part B, Section 611	May 27

Exceptional Children Grants - 619	Collects data to support grant application for IDEA 619 funds	Federal	Mandatory if serving PK students	IDEA Part B, Section 619	May 27
Exceptional Children Grants - Sliver	Collects data to support grant application for IDEA Building Capacity funds.	Federal	Mandatory	IDEA	May 27
Economically Disadvantaged Students (EDS) Data Collection for Child Nutrition Non-participants Charter Schools	File with household size and income information from parents containing names, student IDs and lunch status of affected students for each Child Nutrition Non-participants Charter School	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	December 1, April 1
Economically Disadvantaged Students (EDS) File	File with student ID designating economically disadvantaged students in each school	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	December 1, April 1
Educational Directory & Demographical Information Exchange (EDDIE)	Used to prepare Education Directory	State	Mandatory	NCGS 115C-12(18)(b)	as needed
Eligible School Summary Report	School Title I eligibility and status for upcoming school year.	Federal	Mandatory	Title I, Part A Section 1116	July 15
English Language Proficiency (ELP) ACCESS Demographic Changes	Correct student information in ACCESS Demographic	Federal	Mandatory	Title III, PL 107-110 (NCLB)	April 23-May 3

Enrollment Increase Request	Schools submit any increase above ten percent allotted by law to Office of Charter Schools for submission to SBE	State	Mandatory	NCGS-115C-238.29D(d)	October 15
Exiting	Exiting data on number of students, ages 14-21, who exited special education during school year by basis of exit, disability and ethnicity	Federal	Mandatory	Section 618 of IDEA	September 30
Free & Reduced Price (F&RP) Milk	Special Milk Program - Free Milk Policy-Policy agreement between state and local sponsor for program implementation	Federal	Mandatory	7CFR Part 215, 245-NSLP-SMP	July 1
F&RP Residential Child Care Institutions (RCCI)	RCCI Free & Reduced Price-Federal policy statement on how students and participants will be treated with regard to program meals	Federal	Mandatory	7CFR Part 210, 220, 245	July 1
Federal Programs Equipment Disposition Request	Approval for disposing of federal equipment	State & Federal	Mandatory	EDGAR 76.702; 74.34; 80.20; 80.32	As Needed
Field Test/Item Tryout Data	Student information and performance on state field tests	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	June 30
Final PMR	Principal's Monthly Report Final 9th month, changed month 1-8	State	Mandatory	NCGS 115C-12(18)(b)	June 30

Financial Status Report(1A)	Child Nutrition revenue and expenditure data	State & Federal	Mandatory	Section 4/Child Nutrition Act of 1966-National School Lunch Act of 1946-NCGS 115C-203-204	January and July
Food Safety/Hazard Analysis & Critical Control Points (HACCP)	Dates of food safety inspections; findings; grade; indication of compliance with HACCP plan	Federal	Mandatory	PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004	July 1
Formal Written Complaint Investigation Report	School must send response to complaint allegations of noncompliance and copies of student's records and other documents to support their position	State	Mandatory	34 CFR § 300.660-.662	Within 20 days after information request is received
General Expense/ Personal Service Account Adjustments	LEAs report salary information changes	State	Mandatory	NCGS 115C-47(21), 302(a) & 315(d)	As needed
General Supervision/ Identification of Non-compliance	Compliance identified through Record Review and other monitoring activities	Federal	Mandatory	IDEA Part B, Section 611	October 15
Grade 10 Writing Test	Student responses to writing test	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	As of March administration (collected first week of May)
Graduate Data Submission	Data on individual graduates including course of study, post grad intentions & demographics	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	June 25

Group Homes	Funds for Special Education Services	Federal	Mandatory	Article 9 Special Education Law	August/September/October
Homeless Data Collection	Data on homeless children	Federal	Mandatory	Title X	May 31
Institutions of Higher Education (IHE) Performance Report	Annual report containing quantitative and qualitative information on approved teacher education programs in NC's colleges and universities	State	Mandatory	NCGS 115C-296 (b1)	June 30
IHE Program Completer Follow-Up Survey	As part of the IHE Performance Report, surveys are sent to individuals who have completed undergraduate and graduate teacher education programs and school administration programs	State	Optional	NCGS 115C-296(b1)	May 1
IHE Title II Report	Annual report on performance of teacher education program graduates on licensing exams	Federal	Mandatory	1998 HEA Title II Sections 207 and 208	April 1
Immigrant Count	Number of immigrant students and born in or out of US	Federal	Mandatory	Title III, PL 107-110 (NCLB)	February 2-March 2
Information Update	Updates contact/address info	State	Mandatory	NCGS-115C-96	March 1
Initial Licensure Program Report	Annual report submitted by LEAs about their efforts to support beginning teachers	SBE	Mandatory	SBE Policy TCP-A-004	October 1

LEA Technology Plans	Each LEA will develop a local School System Technology Plan that meets the requirements of the State school technology plan.	Federal	Mandatory	E-Rate Priority 2 Eligibility	November
LEA Vacancy Report	Annual report submitted by LEAs about number of staff vacancies in their system on October 20	SBE	Mandatory	Request of SBE	October 20
Learn & Serve Match Report	Annual report containing quantitative and qualitative information on approved teacher education programs in NC's colleges and universities	State	Mandatory	NCGS 115C-296 (b1)	June 30 (annually)
LEP Metritech File	Individual pre-coding information for ELP test documents	Federal	Mandatory	Title III, PL 107-110 (NCLB)	Dec 5
Local Career and Technical Education (CTE) Plan	Shows how federal CTE funds and matching state funds will be spent at the LEA and plans for data-based improvements	State & Federal	Mandatory	PL 109-270/Title I Sect. 132	Phase I: May 20/Phase II: October 15
Local Wellness Policies	Report of achievements toward local wellness policies	Federal	Mandatory	PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004	July 1
Long Range Plan	Ten-year long-range plan of facility needs for new schools, additions and renovations along with construction costs	State	Mandatory	NCGS 115C-521	Winter 2010-11 and every five years thereafter
McKinney-Vento: Competitive Grant	Programs for homeless children	Federal	Mandatory	Title X, Part C, PL 107-110 (NCLB)	July

Memo	Agreement/Letter of Renewal-State/Local agreement of implementation of School Meals Programs	Federal	Mandatory	7CFR Part 210-NSLP 215-SMP; 220-SBP Part 245	July 1
Migrant Education Program (MEP) Data Collection	School, MEP, and service data on migrant children	Federal	Mandatory for MEP programs	Title I Part C Section 1301-1309	September 5
Missed Instructional Days	Survey of the number of missed instructional days due to inclement weather	State	Mandatory	HB1464 115C-84.2	June 30
Modified Order	Orders for tapes/large print/Braille for EC students	State	Mandatory	NCGS-115C-96	March 1
Monitoring System	Each LEA will develop a six-year performance plan that measures its progress toward federal priority areas. An annual report of progress requires data submission	Federal	Mandatory	IDEA 2004 Section 616	August-March, Precise dates to be scheduled, Annual Report by June 30
Monthly Financial Report (MFR)	LEA/charters report general ledger balances	State	Mandatory	NCGS 115C-12(18)(b)	Monthly
Neglected and Delinquent (N&D) Aggregate Data Collection	Count of N&D students served in state agencies broken down by demographic and academic indicators	Federal	Mandatory	Title I, Part D (NCLB)	May 31
National Assessment of Educational Progress (NAEP)	Materials related to NAEP (student, school and calendar information to inform the construction of the NAEP sampling frame)	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	September 14, 2011

NC Migrant Evaluation Report	Assess effectiveness of program to meet educational needs of migratory children	Federal	Mandatory	Title I, Part C, Section 1304, PL 107-110 (NCLB)	August 31
NC School Report Card Teacher Quality Data	Annual information about teacher turnover, licensure status, number of teachers with National Board Certification, number of teachers with advanced degrees, and teaching experience; also contains information on principal demographics. LEAs review and verify data generated from Licensure System database	Federal & Office of the Governor	Mandatory	PL 107-110 (NCLB)	July 15
No Child Left Behind (NCLB) Teacher Quality Report	Annual report details percentage of classes taught by "highly qualified" teachers, number of paraprofessionals that are qualified, number of teachers completing quality professional development, and number of lateral entry teachers completing two-weeks of training	Federal	Mandatory	PL 107-110 (NCLB)	June 30
NCLB Title II Part D Formula Grant Applications	The state educational agency shall award subgrants of NCLB Enhancing Education Through Technology to each eligible local education agency.	Federal	Mandatory	NCLB Title II Part D Section 2412	June 29
Neglected & Delinquent Application	Programs for Children in N&D Institutions	Federal	Mandatory	Title I, Part D, Section 1414, PL 107-110 (NCLB)	June

Nominations for Governor's School	Nominations of individual students to be selected to participate in the Governor's School	State	Mandatory		November 18
Non-Promotion Revision Report	LEAs report students not promoted to next grade level	State	Mandatory	NCGS 115C-12(18)(b)	September 30
October 1 Headcount	Statewide reporting of aggregate number of Limited English Proficient students (PreK-12, including private schools who are served by a school district) who are speakers of languages other than English reported by language and per student count of the above students who are identified as LEP enrolled in the school district/charter school for the current school year, up to and including October 1; English Language Proficiency (ELP) test tier verification	State & Federal	Mandatory	Title III, PL 107-110 (NCLB), SL2003-284, Section 7.15(b), NCAC 6D.0106 (GCS-K-005)	October 3-21
Out-of-District Placements	Funds for Special Education Services	Federal	Mandatory	IDEA-(20 U.S.C. 1411(e)(2-3)(A)	August/September/October
Passenger Count	Number of students transported - official ridership count used as basis for funding	State	Mandatory	Allotment Policy Manual	October 15
Positive Behavior Intervention and Support (PBIS) Data Requirements	Report of school information in schools implementing PBIS	Federal Grant	Mandatory	84323A State Program Improvement Grant	June 30

Per Capita Distribution	LEAs report when they serve students from other LEAs. LEAs with city LEAs only	State	Mandatory	School Budget & Fiscal Control Act	February 15
Personnel	Counts of special education teachers and related services personnel providing special education and related services to children ages 3-21 on December 1 of each year	Federal	Mandatory	Section 618 of IDEA	August 29
Principal's Monthly Report (PMR)	PMR system collects summary enrollment, membership, and attendance by grade level from each public school	State	Mandatory	NCGS 115C-12(18)(b)	Monthly
Policy Statement	Schools Free & Reduced Price Policy-Federal policy statement on how students and participants will be treated with regard to program meals	Federal	Mandatory	7CFR Part 210, 220, 245	July 1
Postschool Outcomes	UNC-Charlotte contracted to collect exit data on students with disabilities	Federal	Mandatory	IDEA Part B, State Performance Plan	May/June
PRC 29 Intervention and Services Form	Request for PRC 29 Funds	State	Mandatory	Policies Governing Services for Children with Disabilities NC 1506-1.7	May 1

PRC 29 Intervention and Services Form and Student Information Form	Report of interventions provided by PRC 29 funds	State	Mandatory	Policies Governing Services for Children with Disabilities NC 1506-1.5	August 15
PRC 29 Intervention and Services Form and Student Information Form	Report of interventions provided by PRC 29 funds	State	Mandatory	Policies Governing Services for Children with Disabilities NC 1506-1.6	February 2
Preschool Child Outcomes Summary Survey	Data on positive social-emotional, acquiring & using knowledge/skills, and appropriate action taken to meet needs	Federal	Mandatory	IDEA Part B, Section 619	August 15
Private Schools	Approval of private schools to provide special education	Federal	Mandatory	IDEA, Title VI, Part B	August-May
Professional Personnel Activity Report (PPAR)	School Activity Report (SAR) manual form. Tracks schools and some career centers.	State	Mandatory	NCGS 115C-301 (g), NCGS 115C-301 (f), PL 95-561, 20 USC 3221-3261, NCGS 115C-47 (10)	Annually
Public School Capital Building Fund	Various forms relative to expenditure of Public School Capital Building Funds	State	Mandatory	NCGS 115C-546.1	As Needed

Public School Full-Time Personnel Report	Personnel assignments and number of staff in various staffing categories	State	Mandatory	NCGS 115C-12(18)(b)	October 31
Pupil Textbook Orders	Orders for new adoption and replacement textbooks and materials	State	Mandatory	NCGS-115C-96	March 1
Pupils in Membership by Race and Sex	Pupils in membership by race and sex	State	Mandatory	NCGS 115C-12(18)(b)	October 31
Qualified Zone Academy Bonds	Various forms relative to application for use of federal Qualified Zone Academy Bonds	Federal	Mandatory	IRC 1397E	As Needed
Rural Education Achievement Program (REAP) Applications	Address unique needs of rural school districts	Federal	Mandatory	Title VI, Part B, Subpart 1, PL 107-110 (NCLB)	August
Registration of Legally Blind Students	List of students in LEA who meet criteria of legal blindness	Federal	Mandatory	Act to Promote Education of the Blind, initiated in 1879	February 18
Report of Amounts to be Refunded to SPSF from Local Funds	For LEAs to refund transportation dollars	State	Mandatory	NCGS 115C-12(19)	Monthly
Report of School Sales	Report of sales of textbooks to parents and/or sale of used books	State	Mandatory	NCGS-115C-96	October 31
Risk Pool	Funds for Special Education Services	Federal	Mandatory	IDEA-(20 U.S.C. 1411(e)(2-3)(A)	August/September/October

Rural & Low-Income School (RLIS)	Purpose of use of RLIS funds	Federal	Mandatory	Title VI, Part B, (NCLB)	May 31
Retention Promotion Graduation (RPG)	Retention-Promotion/ Graduation Report	State	Mandatory	NCGS 115C-12(18)(b)	October 15
Response to Intervention (RTI) Data Collection	RTI Pilot sites collect referral, intervention, demographics and entitlement data	Federal	Mandatory	IDEA	September 30
Safe and Drug Free Schools-Truancy	Data collection for unexcused absences per grade level	Federal	Mandatory	Title V, Part A, Section 4114, PL 107-110 (NCLB)	June 30
Salary Supplements – SS-300	Report of salary supplements paid at LEA	State	Mandatory	NCGS 115C-12(18)(b)	October 31
Schedule A	Computer generated listing of schools and sites with demographic information	Federal	Mandatory	7CFR Part 210-NSLP 215-SMP; 220-SBP Part 245	July 1
Schedule B	Listing of Residential Child Care Institutions (RCCI) Sites - List of program sites, location, and meals programs implemented	Federal	Mandatory	7CFR Part 210 - NSLP 215-SMP, 220-SBP Part 245	July 1
School Activity Report (SAR)	SAR reports an individual school's full year academic schedule, courses offered, enrollment of classes, length of classes, and staffing of classes. Activities for certified personnel and selected non-certified personnel are reported on the SAR	State	Mandatory	NCGS 115C-301 (g), NCGS 115C-301 (f), PL 95-561, 20 USC 3221-3261, NCGS 115C-47 (10)	Annually

School Food Monthly Report (Claim)	Meal participation data	State & Federal	Mandatory	Section 4/Child Nutrition Act of 1966-National School Lunch Act of 1946-NCGS 115C-203-204	Once a month
School Health Policies and Programs Survey	Assess policies and programs every six years	Federal	Optional	CDC	2012
School Improvement Verification	Verification of School Improvement Sanction Level	Federal	Mandatory	Title I, Part A (NCLB)	July/August
School Meal Initiative	Documentation that meals meet nutrition standards with federal/state requirements	Federal	Mandatory	PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004, NCGS 115C-264	October 15 and March 15
School Profiles Survey	Assess policies and programs in even numbered years	Federal	Optional	CDC	Spring 2012
Secondary Transition	Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will enable the student to meet post-secondary goals	Federal	Mandatory	IDEA Part B, Section 611	October 15
Supplemental Education Services (SES) & Choice Data Collection	Student's eligibility and services provided under SES and Public School Choice provisions	Federal	Mandatory	Title I, Part A (NCLB)	May 31

SIP II Data Collection	Student demographics/test data for SWD in Grades K-2; EOG/EOC data collected for schools participating in SIP II project	Federal/State Improvement Grant	Mandatory	CFDA 84-323A	June 1
Special State Reserve	Funds for Special Education Services	State	Mandatory	Article 9 Special Education Law (Being Revised)	August/September/October
Suspended and Expelled Students; Acts of Crime and Violence	Disciplinary Data-Acts and consequences	State	Mandatory	NCGS 115-12(27)/ SL 2001-424 Sec. 28.30(f)/ NCGS 115C-288	June 30 (annually)
Technical Assistance/Coordinated Review Efforts (TA/CRE) Corrective Action Plan	Documentation of actions to correct areas of non-compliance with federal and state regulations	Federal	Mandatory	7CFR Parts 210, 220, 215, and 245	As needed
TA/CRE Corrective Action Plan	Documentation of actions to correct areas of non-compliance with federal and state regulations	Federal	Mandatory	7CFR Parts 210, 220, 215, and 245	As needed
Targeted Assistance School (TAS) Data Collection	Student's eligibility and services provided in a TAS	Federal	Mandatory	Title I, Part A (NCLB)	May 31
Teacher Turnover	Annual report submitted by LEAs about number of teachers leaving and their reasons for leaving	State	Mandatory	NCGS 115C-12(22)	July 15

Test Materials Orders	List of materials for state testing program	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	On-going
Testing Irregularity Report	Report of testing issue	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	On-going
Timely Placement	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 90 days	Federal	Mandatory	IDEA Part B, Section 611	October 15
Timely Transition	Percent of children referred by Part C, prior to age 3 and who are found eligible for Part B who receive Special Education and related services by 3rd birthday	Federal	Mandatory	IDEA Part B, Section 619	October 15
Title I - Other Data	Number of children served in Private Schools, Corrective actions implemented by LEA.	Federal	Mandatory	Title I, Part A (NCLB)	May 31
Title I Application	Basic Program Operated By LEAs	Federal	Mandatory	Title I, Part A, Section 1112(a), PL 107-110 (NCLB)	June 30
Title I Migrant Education Application	Education for Migratory Children	Federal	Mandatory	Title I, Part C, Section 1304, PL 107-110 (NCLB)	June 30
Title I School Improvement Application	Schools in Title I School Improvement	Federal	Mandatory	Title I, Part A, Section 1116(b), PL 107-110 (NCLB)	December

Title II Annual Application	Annual report of proposed objectives for the next school year which allows LEAs to receive Title II Teacher Quality funds	Federal	Mandatory	PL 107-110 (NCLB)	June 15
Title II Annual Application	Annual report of proposed objectives for the next school year which allows LEAs to receive Title II Teacher Quality funds	Federal	Mandatory	PL 107-110 (NCLB)	June 15
Title II Annual Performance Report	Annual report submitted by LEAs detailing achievement of goals articulated in Title II Application the previous year	Federal	Mandatory	PL 107-110 (NCLB)	June 15
Title III Annual Performance Report (Program Evaluation)	Data analysis from previous school year for program evaluation; percent LEP students vs. all students retained; percent LEP students who met and who did not meet state test standards; reflection on LEP student achievement, participation, & progress	Federal	Mandatory for Title III Subgrantees	Title III PL 107-110 (NCLB)	September 30
Title III Annual Performance Report (Program Types and Professional Development)	Data collection from previous school year on English language development program types and professional development.	Federal	Mandatory for Title III Subgrantees	Title III PL 107-110 (NCLB)	September 9
Title III Application	Application for Title III Funds	Federal	Mandatory	Title III, PL 107-110 (NCLB)	May 18
Title III Improvement Plans	Improvement plans of LEAs in Title III improvement.	Federal	Mandatory for LEAs in Title III Improvement	Title III, PL 107-110 (NCLB)	January 30

Title V Abstinence Until Marriage Reporting Forms	Duplicated and unduplicated count of youth receiving programs	Federal	Mandatory	PRC 057, Title V, Section 510, Social Security Act	December 30
Total Cost of Ownership (TCO)	District-level determination of expenditures for technology resources in a given year	State	Mandatory	NCGS 115C-102.7	September 1
Transportation Driver Salary Data	List of bus routes and rates of pay for school bus drivers	State	Mandatory	NCGS 115C-240	October 15
Transportation Report for Fiscal Year	Report of buses used, miles traveled, local dollars spent to/from school transportation	State	Mandatory	Allotment Policy Manual	August 1
Transportation Routing Report-TIMS System	Upload of TIMS data to ensure compliance with law and to provide data for funding	State	Mandatory	NCGS 115C-240	November 1
Unit Summary of School Monthly Meal Participation (4A)	Report of who is participating	State & Federal	Mandatory	Section 4/Child Nutrition Act of 1966-National School Lunch Act of 1946-NCGS 115C-203-204	July 1
Verification of Student Eligibility for School Meals	Documentation of all efforts made to verify that students certified for free/reduced price meals are actually eligible to receive them based on qualifying criteria	Federal	Mandatory	PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004	November 16 and March 16

Winscan Files	Student performance on state tests (online and paper/pencil)	State & Federal	Mandatory	NCLB, SBE Policy GCS-C-005 and GCS-C-021	Fall, spring, and summer
Youth Risk Behavior Survey (YRBS)	Assess student risk behaviors in odd numbered years	Federal	Optional	CDC	Spring 2013
Youth Tobacco Survey (YTS)	Assess youth tobacco use in fall of odd numbered years	Federal	Optional	CDC	Fall 2011

Appendix B: List of LEA Reports No Longer Required for SY 2011-12

Title	Tab	NCDPI Area and Division	Notes
21st Century Community Learning Centers	ASIS	Academic Services & Instructional Support / Program Monitoring & Support Services	Obsolete
Bureau of the Census Supplemental Data Collection	FBS	Financial & Bus Services School Business	Data flows directly from the LEA to the Census Bureau
Charter School Yearly Update	FBS	Financial & Bus Services Office of Charter Schools	Obsolete
CTE Fall Enrollment	ASIS	Academic Services & Instructional Support Career and Technical Education	Data comes directly from NCWISE
CTE Spring Enrollment	ASIS	Academic Services & Instructional Support Career and Technical Education	Data comes directly from NCWISE
Curriculum Based Measurement (CBM) Fluency	ASIS	K-12 Curriculum & Instruction	Reading First – funds are no longer allocated
Flexible Use of Mentor Funds	Educator Recruitment	Academic Services & Instructional Support	Funds are no longer allocated
Foreign Nationals Payroll Data	FBS	Financial & Bus Services School Business	Obsolete
Foreign Nationals Personnel Information	FBS	Financial & Bus Services School Business	Obsolete
Iowa Test of Basic Skills (ITBS)	ASIS	K-12 Curriculum & Instruction	Reading First – funds are no longer allocated
Learn & Serve Match Report	FBS	Financial & Bus Services School Business	Obsolete
LEP Files (W-APT)	Accountability	Academic Services & Instructional Support / K-12 Curriculum, Instruction and Technology	Incorporated into another report
More at Four - MAFKids	ASIS	Academic Services & Instructional Support	Program has moved to DHHS
More at Four - MAFPlan	ASIS	Academic Services & Instructional Support	Program has moved to DHHS
School Facilities Data	FBS	Financial & Bus Services Financial Services	This report goes from NCDPI to the LEAs

Tech Prep Report	ASIS	Academic Services & Instructional Support Career and Technical Education	Funds are no longer allocated
Technical Attainment Scores	ASIS	Academic Services & Instructional Support Career and Technical Education	Data is taken from NCWISE
Texas Primary Reading Inventory (TPRI) testing	ASIS	K-12 Curriculum & Instruction	Reading First – funds are no longer allocated
Total Cost of Ownership (TCO)	FBS	Technology Services Instructional Technology	No longer required by General Statute as of Summer, 2011
UERS Transfer Schedule	FBS	Financial & Bus Services School Business	Obsolete

Appendix C: List of Abbreviations

20D	Twentieth Day of School
AIG	Academically & Intellectually Gifted
AMTR	Annual Media and Technology Report
ASIS	Academic Services & Instructional Services
CBM	Curriculum Based Measurement
CTE	Career & Technical Education
DMG	Data Management Group
EDDIE	Educational Directory and Demographical Information Exchange
EDEN	Education Data Exchange Network
EDS	Economically Disadvantaged Students
FBS	Financial & Business Services
FDF	First Day of Fall Testing
FDS	First Day of Spring Testing
HACLP	Hazard Analysis & Critical Control Points
IEP	Individual Education Program
IHE	Institution of Higher Education
IIS	Instructional Improvement System
ITBS	Iowa Test of Basic Schools
LEA	Local Education Agency
MDC	Master Data Calendar
MEP	Migrant Education Program
MFR	Monthly Financial Report
N&D	Neglected & Delinquent
NAEP	National Assessment of Educational Progress
NCDPI	North Carolina Department of Public Instruction
NCLB	No Child Left Behind
PBIS	Positive Behavior Support System
PMR	Principal's Monthly Report
RCCI	Residential Child Care Institutions
REAP	Rural Education Achievement Program
RESA	Regional Education Service Alliance
RLIS	Rural Low-Income School
RPG	Retention/Promotion/Graduation
RTI	Response to Intervention
SAR	School Activity Report
SBE	State Board of Education
SS-300	Local Salary Supplements
SWD	Students with Disabilities
TA/CRE	Technical Assistance/Coordinated Review Efforts

TCO	Total Cost of Ownership
W-APT	WIDA Access Placement Test
YRBS	Youth Risk Behavior Survey
YTS	Youth Tobacco Survey

NORTH CAROLINA EDUCATION ACRONYMS

ACRONYM	TERM
ABCs	ABCs Accountability Program
ACRE	Accountability and Curriculum Reform Effort
AIG	Academically or Intellectually Gifted
AMO	Annual Measurable Objectives
APR	Annual Performance Report
ARCC	Appalachian Regional Comprehensive Center
ASD	Accountability Services Division
AYP	Adequate Yearly Progress
BUDS	Budget Utilization Development System
CCIP	Comprehensive Continuous Improvement Plan
CCP	Career and College Promise
CCSS	Common Core State Standards
CFDC	Consolidated Federal Data Collection System
CII	Center for Innovation and Improvement
CNA	Comprehensive Needs Assessment
COP	Committee of Practitioners
CTE	Career & Technical Education
DMG	Data Management Group
DSSF	Disadvantaged Student Supplemental Funding
DST	District and School Transformation
EDDIE	Educational Directory and Demographical Information Exchange
EL	English Learners
ELA	English Language Arts
ELP	English Language Proficiency
EOG	End-of-Grade
ERD	Educator Recruitment and Development
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language

ACRONYM	TERM
EVAAS	Education Value-Added Assessment System
FFC	Framework for Change
GETC	Governor's Education Transformation Commission
IHE	Institute of Higher Education
IIS	Instructional Improvement System
LEA	Local Educational Agency
LEP	Limited English Proficiency
McREL	Mid-continent Research Education Laboratory
MDC	Master Data Calendar
MET	Measuring Effective Teaching
MOU	Memorandum of Understanding
MSL	Measures of Student Learning
NCAE	NC Association of Educators
NCDPI	North Carolina Department of Public Instruction
NCEES	North Carolina Educator Evaluation System
NCEXTEND1	North Carolina Alternate Assessment
NCPAPA	NC Principals and Assistant Principals Association
NCSIP	North Carolina State Improvement Project
OSEP	Office of Special Education Programs
PARCC	Partnership for Assessment of Readiness for College and Careers
PBIS	Positive Behavior Intervention and Support
PLC	Professional Learning Community
PQRs	Program Quality Reviews
RBT	Revised Bloom's Taxonomy
READY	College and Career Ready, Set, Go!
RESAs	Regional Education Service Alliances
RtI	Responsiveness to Instruction
RttT	Race to the Top
SBAC	SMARTER Balanced Assessment Consortium

ACRONYM	TERM
SBE	State Board of Education
SEA	State Educational Agency
SERVE	SERVE Center at UNC-Greensboro
SIG	School Improvement Grants
SISEP	State Implementation and Scaling up Evidence-based Practices
SIT	School Improvement Team
SL	Session Law
SREB	Southern Region Education Board
SRSA	Small, Rural School Achievement
STEM	Science, Technology, Engineering and Mathematics
SWD	Students with Disabilities
TIF	Teacher Incentive Fund
UDL	Universal Design for Learning
WIDA	World-Class Instructional Design and Assessment