Revised Attachments and Supplemental Attachments
For the ESEA Renewal Dated August 4, 2014

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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

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Attachment 3 - Revised

PUBLIC NOTICES 2013-14

PUBLIC NOTICES 2013-14 :: APRIL 3, 2014

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION TO EXTEND ESEA FLEXIBILITY

Notice is hereby given that the North Carolina Department of Public Instruction (NCDPI) will submit a request to the US Department of Education to extend North Carolina's Elementary and Secondary Education Act (ESEA) flexibility so that the state can continue to implement ESEA flexibility through the end of the 2014-15 school year. As part of the extension process, North Carolina proposes to incorporate the following legislative and State Board of Education actions into its currently approved ESEA flexibility request:

- Implement the A-F accountability model for grading schools *(§ 115C-83.11. School performance scores and grades*)
- Apply academic achievement levels and descriptors as levels one through five for state end-of-grade/end-of-course assessments
- Delay participation in the Smarter Balanced Assessment Consortium (SBAC) until at least 2016-17
- Implement changes in the State Report Card

The state believes that the requested extension will provide educators and state and local leaders with continued flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for the state's rigorous and comprehensive 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 public is invited to review and comment on the extension of ESEA flexibility being requested by **April 25**.

Interested persons may submit their written comments to the attention of Lou Fabrizio via email at lou.fabrizio@dpi.nc.gov or by US Mail:

Lou Fabrizio, Ph.D.
Director of Data, Research & Federal Policy
North Carolina Department of Public Instruction
6367 Mail Service Center
Raleigh, NC 27699-6367

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
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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:

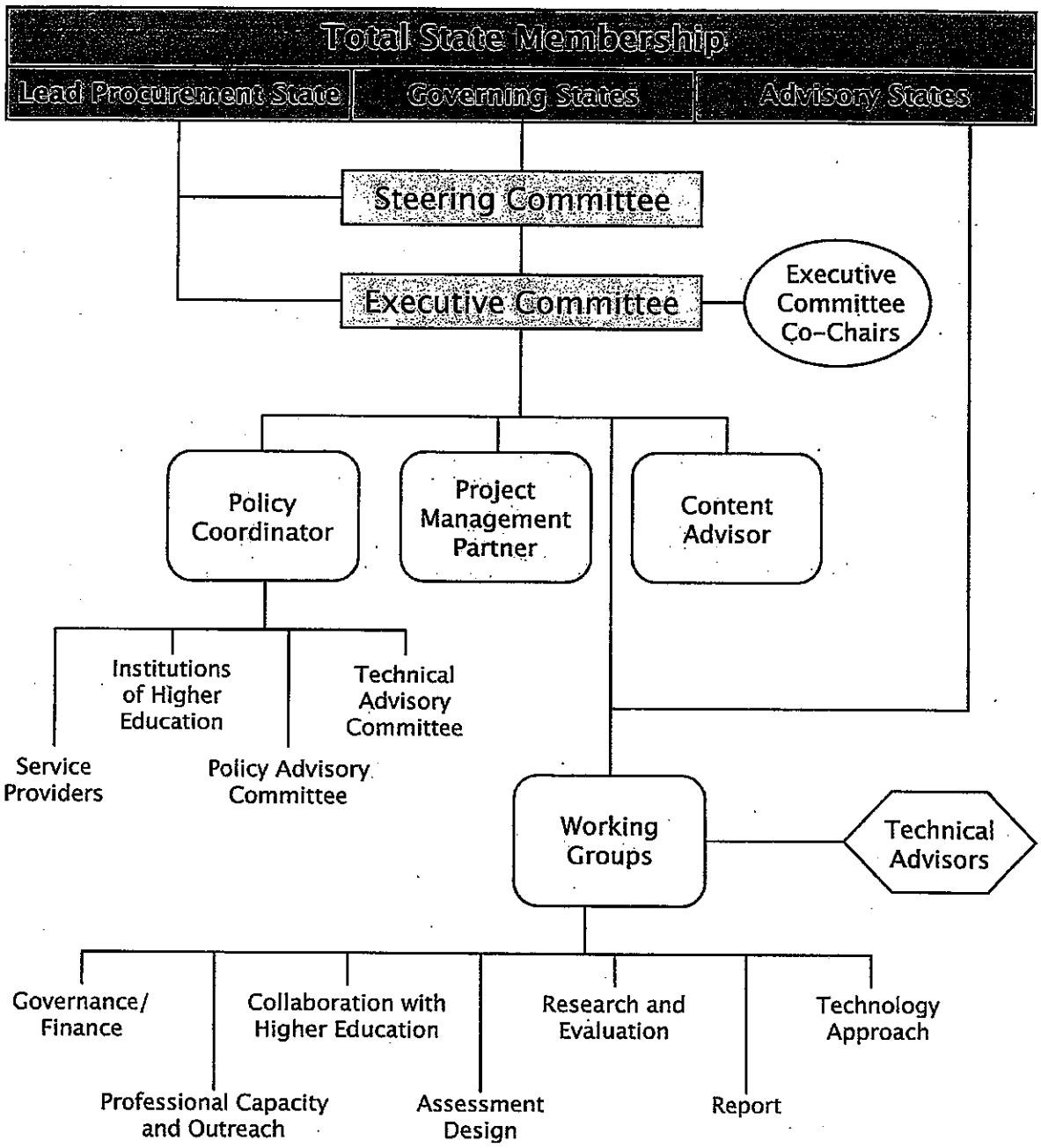
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

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

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):	Telephone:
James D. Staton, Jr	919-807-4533
Signature of State's chief procurement official (or designee),:	Date:
James D. Staton, Jr.	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.

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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

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS
Based on Data/Assessments Administered in the 2012–13 School Year

Reading (Federal AMO & State Target)	2012–13 Baseline and Targets (Year 1)		2013–14 Targets (Year 2)		2014–15 Targets (Year 3)		2015–16 Targets (Year 4)		2016–17 Targets (Year 5)		2017–18 Targets (Year 6)	
Subgroups	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**
Total (All students)	43.9	52.3	49.5	57.1	55.1	61.9	60.7	66.7	66.3	71.5	71.9	76.3
American Indian	29.0	35.8	36.1	42.2	43.2	48.6	50.3	55.0	57.4	61.4	64.5	67.8
Asian	61.5	64.5	65.4	68.1	69.3	71.7	73.2	75.3	77.1	78.9	81.0	82.5
Black	25.6	33.2	33.0	39.9	40.4	46.6	47.8	53.3	55.2	60.0	62.6	66.7
Hispanic	28.8	40.9	35.9	46.8	43.0	52.7	50.1	58.6	57.2	64.5	64.3	70.4
Two or More Races	45.7	55.0	51.1	59.5	56.5	64.0	61.9	68.5	67.3	73.0	72.7	77.5
White	56.6	63.8	60.9	67.4	65.2	71.0	69.5	74.6	73.8	78.2	78.1	81.8
Economically Disadvantaged	28.7	36.0	35.8	42.4	42.9	48.8	50.0	55.2	57.1	61.6	64.2	68.0
Limited English Proficient	9.4	5.0	18.5	14.5	27.6	24.0	36.7	33.5	45.8	43.0	54.9	52.5
Student with Disabilities	12.9	14.0	21.6	22.6	30.3	31.2	39.0	39.8	47.7	48.4	56.4	57.0
Academically or Intellectually Gifted	90.7	92.8	91.6	93.5	92.5	94.2	93.4	94.9	94.3	95.0	95.0	95.0

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS
Based on Data/Assessments Administered in the 2012–13 School Year

Math (Federal AMO & State Target)	2012–13 Baseline and Targets (Year 1)		2013–14 Targets (Year 2)		2014–15 Targets (Year 3)		2015–16 Targets (Year 4)		2016–17 Targets (Year 5)		2017–18 Targets (Year 6)	
Subgroups	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**
Total (All students)	42.3	38.4	48.1	44.6	53.9	50.8	59.7	57.0	65.5	63.2	71.3	69.4
American Indian	27.0	29.1	34.3	36.2	41.6	43.3	48.9	50.4	56.2	57.5	63.5	64.6
Asian	71.2	63.0	74.1	66.7	77.0	70.4	79.9	74.1	82.8	77.8	85.7	81.5
Black	22.2	20.6	30.0	28.5	37.8	36.4	45.6	44.3	53.4	52.2	61.2	60.1
Hispanic	32.7	29.5	39.4	36.6	46.1	43.7	52.8	50.8	59.5	57.9	66.2	65.0
Two or More Races	42.0	38.1	47.8	44.3	53.6	50.5	59.4	56.7	65.2	62.9	71.0	69.1
White	53.8	48.4	58.4	53.6	63.0	58.8	67.6	64.0	72.2	69.2	76.8	74.4
Economically Disadvantaged	27.7	24.4	34.9	32.0	42.1	39.6	49.3	47.2	56.5	54.8	63.7	62.4
Limited English Proficient	17.4	5.3	25.7	14.8	34.0	24.3	42.3	33.8	50.6	43.3	58.9	52.8
Student with Disabilities	12.4	9.7	21.2	18.7	30.0	27.7	38.8	36.7	47.6	45.7	56.4	54.7
Academically or Intellectually Gifted	91.7	82.2	92.5	84.0	93.3	85.8	94.1	87.6	94.9	89.4	95.0	91.2

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS
Based on Data/Assessments Administered in the 2012–13 School Year

Science (State Target)	**2012–13 Baseline and Targets (Year 1)**		**2013–14 Targets (Year 2)**		**2014–15 Targets (Year 3)**		**2015–16 Targets (Year 4)**		**2016–17 Targets (Year 5)**		**2017–18 Targets (Year 6)**	
Subgroups	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**	**3–8**	**HS**
Total (All students)	52.2	51.0	57.0	55.9	61.8	60.8	66.6	65.7	71.4	70.6	76.2	75.5
American Indian	39.9	35.0	45.9	41.5	51.9	48.0	57.9	54.5	63.9	61.0	69.9	67.5
Asian	70.5	70.0	73.5	73.0	76.5	76.0	79.5	79.0	82.5	82.0	85.5	85.0
Black	32.6	30.8	39.3	37.7	46.0	44.6	52.7	51.5	59.4	58.4	66.1	65.3
Hispanic	39.5	40.1	45.6	46.1	51.7	52.1	57.8	58.1	63.9	64.1	70.0	70.1
Two or More Races	54.1	52.4	58.7	57.2	63.3	62.0	67.9	66.8	72.5	71.6	77.1	76.4
White	64.7	61.7	68.2	65.5	71.7	69.3	75.2	73.1	78.7	76.9	82.2	80.7
Economically Disadvantaged	37.6	35.2	43.8	41.7	50.0	48.2	56.2	54.7	62.4	61.2	68.6	67.7
Limited English Proficient	16.4	6.0	24.8	15.4	33.2	24.8	41.6	34.2	50.0	43.6	58.4	53.0
Student with Disabilities	20.6	19.9	28.5	27.9	36.4	35.9	44.3	43.9	52.2	51.9	60.1	59.9
Academically or Intellectually Gifted	93.0	88.7	93.7	89.8	94.4	90.9	95.0	92.0	95.0	93.1	95.0	94.2

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS
Based on Data/Assessments Administered in the 2012–13 School Year

The ACT (State Target)	**2012–13 Baseline and Targets (Year 1)**	**2013–14 Targets (Year 2)**	**2014–15 Targets (Year 3)**	**2015–16 Targets (Year 4)**	**2016–17 Targets (Year 5)**	**2017–18 Targets (Year 6)**
Subgroups						
Total (All students)	58.5	62.7	66.9	71.1	75.3	79.5
American Indian	43.9	49.5	55.1	60.7	66.3	71.9
Asian	71.9	74.7	77.5	80.3	83.1	85.9
Black	33.4	40.1	46.8	53.5	60.2	66.9
Hispanic	44.2	49.8	55.4	61.0	66.6	72.2
Two or More Races	60.0	64.0	68.0	72.0	76.0	80.0
White	71.9	74.7	77.5	80.3	83.1	85.9
Economically Disadvantaged	39.4	45.5	51.6	57.7	63.8	69.9
Limited English Proficient	6.9	16.2	25.5	34.8	44.1	53.4
Student with Disabilities	16.3	24.7	33.1	41.5	49.9	58.3
Academically or Intellectually Gifted	95.0	95.0	95.0	95.0	95.0	95.0

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS
Based on Data/Assessments Administered in the 2012–13 School Year

ACT WorkKeys (State Target)	**2012–13 Baseline and Targets (Year 1)**	**2013–14 Targets (Year 2)**	**2014–15 Targets (Year 3)**	**2015–16 Targets (Year 4)**	**2016–17 Targets (Year 5)**	**2017–18 Targets (Year 6)**
Subgroups						
Total (All students)	67.3	70.6	73.9	77.2	80.5	83.8
American Indian	59.2	63.3	67.4	71.5	75.6	79.7
Asian	74.0	76.6	79.2	81.8	84.4	87.0
Black	50.6	55.5	60.4	65.3	70.2	75.1
Hispanic	65.2	68.7	72.2	75.7	79.2	82.7
Two or More Races	67.3	70.6	73.9	77.2	80.5	83.8
White	75.7	78.1	80.5	82.9	85.3	87.7
Economically Disadvantaged	57.9	62.1	66.3	70.5	74.7	78.9
Limited English Proficient	15.9	24.3	32.7	41.1	49.5	57.9
Student with Disabilities	29.7	36.7	43.7	50.7	57.7	64.7
Academically or Intellectually Gifted	93.9	94.5	95.0	95.0	95.0	95.0

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS
Based on Data/Assessments Administered in the 2012–13 School Year

Math Course Rigor (State Target)	**2012–13 Baseline and Targets (Year 1)**	**2013–14 Targets (Year 2)**	**2014–15 Targets (Year 3)**	**2015–16 Targets (Year 4)**	**2016–17 Targets (Year 5)**	**2017–18 Targets (Year 6)**
Subgroups						
Total (All students)	95.0	95.0	95.0	95.0	95.0	95.0
American Indian	95.0	95.0	95.0	95.0	95.0	95.0
Asian	95.0	95.0	95.0	95.0	95.0	95.0
Black	94.6	95.0	95.0	95.0	95.0	95.0
Hispanic	95.0	95.0	95.0	95.0	95.0	95.0
Two or More Races	95.0	95.0	95.0	95.0	95.0	95.0
White	95.0	95.0	95.0	95.0	95.0	95.0
Economically Disadvantaged	94.7	95.0	95.0	95.0	95.0	95.0
Limited English Proficient	88.6	89.7	90.8	91.9	93.0	94.1
Student with Disabilities	81.9	83.7	85.5	87.3	89.1	90.9
Academically or Intellectually Gifted	95.0	95.0	95.0	95.0	95.0	95.0

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

TABLE 2.A: REWARD SCHOOLS

LEA Name	School Name	School NCES ID #	Reward School
Alexander County Schools	Ellendale Elementary	370009000032	A
Alleghany County Schools	Piney Creek Elementary	370012000039	A
Ashe County Schools	Mountain View Elementary	370021002284	A
Beaufort County Schools	Chocowinity Primary	370033002106	A
Brunswick County Schools	Town Creek Elementary	370042003134	A
Brunswick County Schools	Union Elementary	370042000130	A
Brunswick County Schools	Waccamaw	370042000131	A
Buncombe County Schools	North Buncombe Elementary	370045002259	A
Buncombe County Schools	Weaverville Elementary	370045000167	A
Buncombe County Schools	Woodfin Elementary	370045000170	A
Asheville City Schools	Vance Elementary	370027000080	A
Burke County Schools	Forest Hill Elementary	370048000175	A
Burke County Schools	Glen Alpine Elementary	370048000179	A
Burke County Schools	Hildebran Elementary	370048000182	A
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	Valdese Elementary	370048000193	A
Cabarrus County Schools	Coltrane-Webb Elementary	370053000376	B
Caldwell County Schools	Baton Elementary	370058000221	A
Caldwell County Schools	Collettsville School	370058000222	A
Caldwell County Schools	Davenport A+ School	370058000223	A
Caldwell County Schools	Happy Valley Elementary	370058000230	A
Caldwell County Schools	William Lenoir Middle	370058000244	A
Caldwell County Schools	Whitnel Elementary	370058000243	B
Carteret County Public Schools	Bogue Sound Elementary	370063002368	A

LEA Name	School Name	School NCES ID #	Reward School
Carteret County Public Schools	Beaufort Elementary	370063000250	A
Carteret County Public Schools	Harkers Island Elementary	370063000254	A
Carteret County Public Schools	Morehead City Primary	370063001044	A
Caswell County Schools	South Elementary	370066000128	A
Caswell County Schools	Stoney Creek Elementary	370066000271	B
Hickory City Schools	Viewmont Elementary	370219000950	A
Newton Conover City Schools	Shuford Elementary	370336001403	A
Cleveland County Schools	East Elementary	370090002709	A
Cleveland County Schools	Shelby Intermediate	370090000343	A
Cleveland County Schools	Marion Elementary	370090002717	A
Cleveland County Schools	North Elementary	370090002718	A
Cleveland County Schools	Union Elementary	370090002289	A
Columbus County Schools	Evergreen Elementary	370096000363	A
Craven County Schools	Ben D Quinn Elementary	370331002310	A
Craven County Schools	Vanceboro-Farm Life Elementary	370331002173	A
Craven County Schools	Graham A Barden Elementary	370331000382	A
Craven County Schools	Havelock Elementary	370331002175	A
Craven County Schools	Arthur W Edwards Elementary	370331002181	A
Cumberland County Schools	College Lakes Elementary	370001100408	B
Cumberland County Schools	Cumberland Mills Elementary	370001100410	B
Cumberland County Schools	Ferguson-Easley Elementary	370001102125	B
Cumberland County Schools	Bill Hefner Elementary	370001101377	A
Cumberland County Schools	William H Owen Elementary	370001100447	B
Cumberland County Schools	Walker Spivey Elementary	370001102131	A
Cumberland County Schools	J W Seabrook Elementary	370001100431	B
Cumberland County Schools	Stedman Elementary	370001101848	A
Cumberland County Schools	Sunnyside Elementary	370001100440	A
Cumberland County Schools	Alger B Wilkins Elementary	370001100446	B

LEA Name	School Name	School NCES ID #	Reward School
Currituck County Schools	Jarvisburg Elementary	370108003039	B
Currituck County Schools	W T Griggs Elementary	370108000450	A
Dare County Schools	Nags Head Elementary	370111002758	A
Lexington City Schools	Pickett Elementary School	370264001103	A
Davie County Schools	Cornatzer Elementary	370117002516	A
Davie County Schools	Mocksville Elementary	370117000487	A
Duplin County Schools	North Duplin Elementary	370120000501	A
Duplin County Schools	Wallace Elementary	370120000504	A
Durham Public Schools	Bethesda Elementary	370126000528	B
Durham Public Schools	Burton Elementary	370126000308	B
Durham Public Schools	Hillandale Elementary	370126000535	A
Durham Public Schools	Fayetteville Street Elementary	370126000480	B
Durham Public Schools	Spring Valley Elementary	370126003115	B
Edgecombe County Public Schools	Stocks Elementary	370132001767	B
Quality Education Academy	Quality Education Academy	370002502096	A
Gaston County Schools	Pleasant Ridge Elementary	370162000705	B
Gaston County Schools	Woodhill Elementary	370162000717	B
Gates County Schools	Buckland Elementary	370168000718	A
Gates County Schools	Gatesville Elementary	370168000721	B
Gates County Schools	T S Cooper Elementary	370168000723	A
Guilford County Schools	Montlieu Academy	370192000960	B
Guilford County Schools	Oak Hill Elementary	370192000963	B
Guilford County Schools	Wiley Elementary	370192000803	B
Haywood County Schools	Bethel Elementary	370204000579	A
Haywood County Schools	Central Elementary	370204000898	A
Haywood County Schools	Hazelwood Elementary	370204000902	A
Haywood County Schools	Jonathan Valley Elementary	370204002159	A
Haywood County Schools	Meadowbrook Elementary	370204002160	A

LEA Name	School Name	School NCES ID #	Reward School
Henderson County Schools	Bruce Drysdale Elementary	370210000927	B
Henderson County Schools	Clear Creek Elementary	370210002631	A
Henderson County Schools	Dana Elementary	370210000913	A
Henderson County Schools	Etowah Elementary	370210000918	A
Henderson County Schools	Sugarloaf Elementary	370210002996	B
Hoke County Schools	East Hoke Middle	370225000974	A
Mooresville City Schools	South Elementary	370312001336	A
Jackson County Schools	Blue Ridge School	370234001001	A
Johnston County Schools	Benson Elementary	370237001009	A
Johnston County Schools	Corinth-Holders Elementary	370237001015	A
Johnston County Schools	Glendale-Kenly Elementary	370237001018	A
Jones County Schools	Trenton Elementary	370240001038	A
Lenoir County Public Schools	Moss Hill Elementary	370261001090	A
Macon County Schools	Cartoogechaye Elementary	370276001134	A
Martin County Schools	Edna Andrews Elementary	370288001161	A
Martin County Schools	Jamesville Elementary	370288000812	A
McDowell County Schools	Glenwood Elementary	370294001177	A
McDowell County Schools	Marion Elementary	370294001178	A
Charlotte-Mecklenburg Schools	Idlewild Elementary	370297001228	A
Charlotte-Mecklenburg Schools	Pinewood Elementary	370297001261	B
Charlotte-Mecklenburg Schools	Windsor Park Elementary	370297001290	A
Montgomery County Schools	Page Street Elementary	370306002532	B
Nash-Rocky Mount Schools	Cedar Grove Elementary	370327001344	A
Nash-Rocky Mount Schools	Nashville Elementary	370327001349	A
New Hanover County Schools	Bradley Creek Elementary	370333001367	A
New Hanover County Schools	College Park Elementary	370333001369	A
New Hanover County Schools	Pine Valley Elementary	370333001387	A
Gaston College Preparatory	Gaston College Preparatory	370012302597	A

LEA Name	School Name	School NCES ID #	Reward School
Onslow County Schools	Bell Fork Elementary	370345001417	A
Onslow County Schools	Blue Creek Elementary	370345001418	A
Elizabeth City-Pasquotank Public Schools	P W Moore Elementary	370354002275	B
Person County Schools	Stories Creek Elementary	370363002539	A
Pitt County Schools	Creekside Elementary	370001202789	B
Pitt County Schools	Northwest Elementary	370001202604	B
Polk County Schools	Tryon Elementary	370372002230	A
Polk County Schools	Polk Central	370372000780	A
Polk County Schools	Sunny View Elementary	370372001513	A
Asheboro City Schools	Lindley Park Elementary	370024000068	A
Richmond County Schools	L J Bell Elementary	370387001553	A
Richmond County Schools	Mineral Springs Elementary	370387001555	B
Public Schools of Robeson County	Fairgrove Middle	370393001570	B
Public Schools of Robeson County	Rowland Middle	370393002183	A
Public Schools of Robeson County	Union Chapel Elementary	370393001589	A
Rowan-Salisbury Schools	Cleveland Elementary	370405001614	A
Sampson County Schools	Clement Elementary	370414001667	A
Sampson County Schools	Hargrove Elementary	370414001671	A
Sampson County Schools	Hobbton Elementary	370414001673	A
Sampson County Schools	Midway Elementary	370414001675	A
Sampson County Schools	Plain View Elementary	370414001678	A
Clinton City Schools	Butler Avenue Elementary	370093000352	A
Clinton City Schools	Sunset Avenue Elementary	370093003029	A
Scotland County Schools	Covington Street Elementary	370420001686	A
Scotland County Schools	Laurel Hill Elementary	370420001689	A
Scotland County Schools	Spring Hill Middle	370420002546	A
Scotland County Schools	South Scotland Elementary	370420001694	A
Scotland County Schools	Washington Park Elementary	370420001696	A

LEA Name	School Name	School NCES ID #	Reward School
Stanly County Schools	Norwood Elementary	370432001714	A
Surry County Schools	Cedar Ridge Elementary	370441001663	A
Surry County Schools	Dobson Elementary	370441001747	A
Surry County Schools	Pilot Mountain Elementary	370441003216	A
Surry County Schools	Rockford Elementary	370441003221	A
Transylvania County Schools	Brevard Elementary	370453001777	A
Transylvania County Schools	Pisgah Forest Elementary	370453000796	A
Transylvania County Schools	T C Henderson Elementary	370453001785	A
Union County Public Schools	Rocky River Elementary	370462002828	B
Union County Public Schools	Rock Rest Elementary	370462002862	B
Union County Public Schools	Sardis Elementary	370462002352	A
Union County Public Schools	Wingate Elementary	370462001811	A
Vance County Schools	Pinkston Street Elementary	370465001821	B
Henderson Collegiate	Henderson Collegiate	370031903193	A
Wake County Schools	River Bend Elementary	370472002861	A
Wake County Schools	Barwell Road Elementary	370472002854	B
Wake County Schools	Carver Elementary	370472002187	A
Wake County Schools	Dillard Drive Elementary	370472002487	A
Wake County Schools	Forestville Road Elementary	370472002742	A
Wake County Schools	Kingswood Elementary	370472001869	A
Wake County Schools	Lockhart Elementary	370472001874	A
Wake County Schools	Reedy Creek Elementary	370472002491	A
Wake County Schools	Zebulon Elementary	370472001912	A
PreEminent Charter School	PreEminent Charter	370011302553	B
Washington County Schools	Pines Elementary	370480002190	B
Wayne County Public Schools	Fremont STARS Elementary	370488001953	B
Wilkes County Schools	Mount Pleasant Elementary	370495001978	A
Wilkes County Schools	Wilkesboro Elementary	370495001990	A

LEA Name	School Name	School NCES ID #	Reward School
Wilson County Schools	Elm City Elementary	370502001995	B
Wilson County Schools	Gardners Elementary	370502001999	A
Wilson County Schools	Lucama Elementary	370502002002	A
Wilson County Schools	Vick Elementary	370502002564	B
Yadkin County Schools	Courtney Elementary	370504002014	A
Yancey County Schools	Cane River Middle	370507002026	A
Yancey County Schools	East Yancey Middle	370507002028	A
Yancey County Schools	Micaville Elementary	370507002029	A

2011-12 Total # of Title I schools in the State: 1266
2011-12 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

TABLE 2.B: PRIORITY AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	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
Anson County Schools	Anson Academy	370018002367	D-2	
Anson County Schools	Anson High School	370018002054	E	
Anson County Schools	Morven Elementary	370018000046	E	
Anson County Schools	Wadesboro Elementary	370018000050		G
Crossnore Academy	Crossnore Academy	370007702427	D-1	
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	South Brunswick Middle	370042002152		F
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	
Cabarrus County Schools	Weddington Hills Elementary	370053001818		F
Cabarrus County Schools	Winecoff Elementary	370053000219		F
Cabarrus County Schools	Wolf Meadow Elementary	370053000220		F
Hickory City Schools	Northview Middle	370219000940		F
Hickory City Schools	Hickory Career & Arts Magnet HS	370219002108	D-1	
Chatham County Schools	SAGE Academy	370075002079	D-2	

LEA Name	School Name	School NCES ID #	Priority School	Focus School
Chatham County Schools	Chatham Middle	370075000307		F
Cherokee County Schools	Mountain Youth School	370078002082	D-2	
Edenton-Chowan Schools	D F Walker Elementary	370084000328		F
Cleveland County Schools	Marion Elementary	370090002717		F
Columbus County Schools	Boys and Girls Homes	370096000359	C	
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	James W Smith Elementary	370331002211		F
Cumberland County Schools	Elizabeth M Cashwell Elem	370001100403		F
Cumberland County Schools	Walker-Spivey	370001102136	E	
Cumberland County Schools	Westover High	370001100445	E	
Dare County Schools	Dare County Alternative	370111002093	D-2	
Davidson County Schools	Davidson County Ext Day	370114000462	D-2	
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 #	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	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
Gaston County Schools	Bessemer City Central Elem	370162000667		F
Gaston County Schools	Warlick Academy	370162002263	E	
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	Doris Henderson Newcomers School	370192002988	C	
Guilford County Schools	Irving Park Elementary	370192000777		F
Guilford County Schools	Oak Hill Elementary	370192000963	E	
Guilford County Schools	Parkview Village Elementary	370192000965	C	
Guilford County Schools	Welborn Academy of Sci & Tech	370192000961		F

LEA Name	School Name	School NCES ID #	Priority School	Focus School
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
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
Iredell-Statesville Schools	East Iredell Elementary	370231000985		F
Iredell-Statesville Schools	Monticello School	370231002118	D-1	
Iredell-Statesville Schools	Troutman Elementary	370231000995		F
Johnston County Schools	Glendale-Kenly Elementary	370237001018		F
Johnston County Schools	South Campus Community High	370237001580	D-2	

LEA Name	School Name	School NCES ID #	Priority School	Focus School
Johnston County Schools	West Smithfield Elementary	370237001026		F
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	Rochelle Middle	370261000589		G
Lenoir County Public Schools	Woodington Middle	370261001096		F
Martin County Schools	Williamston Middle	370288001170		F
Charlotte-Mecklenburg Schools	Albemarle Road Middle	370297001187		F
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
Charlotte-Mecklenburg Schools	Ranson Middle	370297001267		G
Charlotte-Mecklenburg Schools	Sedgefield Middle	370297001269		G
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	
Kennedy Charter	Kennedy Charter	370006302398	C	
Crossroads Charter High	Crossroads Charter High	370012202591	C	

LEA Name	School Name	School NCES ID #	Priority School	Focus School
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	D S Johnson Elementary	370327000725	C	
Nash-Rocky Mount Schools	Englewood Elementary	370327000726		F
Nash-Rocky Mount Schools	W L Greene Alternative	370327001218	C	
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
Onslow County Schools	Jacksonville Commons Elem	370345001931		G
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
Pitt County Schools	Creekside Elementary	370001202789		F
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

LEA Name	School Name	School NCES ID #	Priority School	Focus School
Richmond County Schools	Leak Street High	370387000788	C	
Richmond County Schools	Richmond Co Transitional	370387003148	C	
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	Pembroke Middle	370393001579		G
Public Schools of Robeson County	Saint Pauls Elementary	370393002243		F
Rowan-Salisbury Schools	Henderson High	370405002409	D-2	
Rowan-Salisbury Schools	Hurley Elementary	370405001620		F
Rutherford County Schools	Rutherford Opportunity Center	370408002607	D-2	
Sampson County Schools	Midway Middle	370414002481		F
Stokes County Schools	Meadowbrook Academy	370438002411	C	
Transylvania County Schools	Davidson River School	370453002351	D-2	
Wake County Schools	Longview	370472002254	D-2	
Wake County Schools	Banks Rd Elementary	370472003132		F
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	Stough Elementary	370472001895		F
Wake County Schools	Timber Drive Elementary	370472002356		F

LEA Name	School Name	School NCES ID #	Priority School	Focus School
Wake County Schools	Wakefield Elementary	370472002492		F
Wake County Schools	Wendell Elementary	370472001904		F
Wake County Schools	Yates Mill Elementary	370472002561		F
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
Dillard Academy	Dillard Academy	370007402420	C	
Sallie B Howard School	Sallie B Howard School	370004902365		F
Yadkin County Schools	Yadkinville Elementary	370504002022		F

2010-11 Total # of Title I schools in the State: 1,296
2010-11 Total # of Title I-participating high schools in the State with graduation rates less than 60%: 9

Key	
Reward School Criteria: **D.** Highest-performing school **E.** High-progress school **Priority School Criteria:** **F.** 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 **I.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **J.** 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 **K.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **L.** 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:

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.

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

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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)

THIS POLICY HAS BEEN ADOPTED BY THE NC STATE BOARD OF EDUCATION, BUT IS STILL PENDING CODIFICATION BY THE NC ADMINISTRATIVE CODE. ALL CODIFIED RULES MAY BE ACCESSED BY GOING TO THE OAH WEBSITE.

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
(These page numbers will be updated after the main body of the proposal is finalized and edits have been approved by the USED. After approval the following documents will be combined with the main proposal.)

Supplemental Attachment A:	**ESEA Waiver Application Working Team and Stakeholder Consultations**	**~~231~~103**
Supplemental Attachment B: (Revised)	**High School Graduation Requirements - Future Ready Core Competencies**	**~~242~~114**
Supplemental Attachment C:	**Project Map - Accountability and Curriculum Reform Effort**	**~~249~~121**
Supplemental Attachment D:	**~~State Standards Professional Development Calendar~~Deleted from Renewal Request**	**~~250~~122**
Supplemental Attachment E:	**Professional Development Resources**	**~~252~~123**
Supplemental Attachment F:	**North Carolina Indistar® Tool Indicators Aligned to Turnaround Principles Indicator Report - School Indicators**	**~~253~~124**
Supplemental Attachment G:	**Sample Teacher Preparation Report Card**	**~~258~~129**
Supplemental Attachment H:	**Response to the School and Teacher Paperwork Reduction Act**	**~~259~~130**
Supplemental Attachment I:	**North Carolina Education Acronyms (Revised)**	**~~293~~164**

NCDPI ESEA WAIVER APPLICATION WORKING TEAM

Academic Services Technology Programs
Ken Barbour, Manager, Accountability Services
Kevin Skelton, Senior Developer/Programmer

Accountability Services
Tammy Howard, Director
Faye Atkinson, Education Research/Evaluation Consultant
Lucy Medlin, Administrative Assistant
Scott Beaudry, Education Testing/Accountability Consultant, Testing Policy & Operations

Data, Research and Federal Policy
Lou Fabrizio, Director (NCDPI ESEA Waiver Application Working Team Leader)

Deputy Chief Academic Officer
Tracey Greggs, RttT Project Coordinator for Standards and Assessments

District and School Transformation
Pat Ashley, Director
Pam Early, Assistant Director
Cindy Bagwell, Professional Development Team Lead

Educator Recruitment and Development
Lynne Johnson, Director
Brandon Patterson, Assistant Director
Elaine Ellington, Title II Program Specialist
Jennifer Preston, RttT Project Coordinator for Teacher Effectiveness

Exceptional Children
Mary Watson, Director
Laura Snyder, Assistant Director
Bobbie Grammer, Monitoring Consultant, Policy, Monitoring and Audit
Ira Wolfe, Section Chief, Policy Monitoring and Audit
Tom Winton, Section Chief, Sensory Support and Assistive Technology

Federal Program Monitoring and Support
Charlotte Hughes, Director
Donna Brown, Section Chief
George Hancock, School Improvement Grants Coordinator
Loreto Tessini, Technology Support Analyst

K-12 Curriculum and Instruction
Maria Pitre-Martin, Director
Helga Fasciano, Section Chief, K-12 Program Areas
Ivanna Mann Thrower, ESL Consultant, K-12 Program Areas
Joanne Marino, ESL Consultant, K-12 Program Areas

Race to the Top

Mike Martin, Policy & Planning Analyst

Senior Leadership: June Atkinson, Rebecca Garland, Angela Quick, Lou Fabrizio

North Carolina Professional Teaching Standards Commission Members

Carolyn McKinney Director, North Carolina Professional Teaching Standards Commission	Carolyn Williams Wake County Schools
David CorsettiWake County Schoolõ	Dianne Jackson Chapel Hill-Carrboro City Schools
Brian Freeman Robeson County Schools	Diana Beasley Hickory City Schools
Sheree Covey Dare County Schools	Eddie Davis III NC Association of Educators
Felicia Eybl Charlotte-Mecklenburg Schools	Jake Hoke Alexander County Schools
Sarah Holden Moore County Schools	Tammy Jordan Bladen County Schools
Allison Ormond Rockingham County Schools	Delores Parker NC Community Colleges System
Donna Simmons Gardner-Webb University	Meg Turner Buncombe County Schools
Ruth Wormald Wake County	

Educator Effectiveness Work Group Members

Adam Levinson Director, Policy & Strategic Planning Department of Public Instruction	Alisa Chapman Associate Vice-President for Academic Planning & University-School Programs University of North Carolina
Angela Quick Deputy Chief Academic Officer Department of Public Instruction	Carl Forsyth Chief Executive Officer Voyager Academy
Linda Suggs Educational Consultant Bill & Melinda Gates Foundation	Eric Hirsch Chief Officer for External Affairs New Teacher Center
Helen Ladd Professor of Public Policy Sanford School of Public Policy Duke University	Jayne Fleener Dean, College of Education North Carolina State University
Kenneth Barbour Information Technology Manager Technical Support Specialist Department of Public Instruction	Larry Cartner Superintendent Person County Schools
Lynne Johnson Director, Educator Recruitment & Development Department of Public Instruction	Mark Garrett Principal, Avery High School Avery County Schools
Misti Williams Executive Director, Induction & Professional Development Guilford County Schools	Mary Robinson Teacher, South Central High School Pitt County Schools
Melisa Jessup Executive Director for Human Resources Stokes County Schools	Mike Martin Policy & Planning Analyst Department of Public Instruction
Rebecca Garland Chief Academic Officer Department of Public Instruction	Robin Little Senior Executive Director for Human Resources Johnston County Schools
Sheri Strickland President North Carolina Association of Educators	Shirley Harris Member State Board of Education
Susan Davis Program Development & Professional Development Exceptional Children Division Department of Public Instruction	Diane Frost Superintendent Asheboro City Schools
Susanne Swanger Assistant Superintendent Buncombe County Schools	Tammy Howard Director, Accountability Services Department of Public Instruction
Thomas Tomberlin Senior Analyst Charlotte-Mecklenburg Schools	Travis Collins Principal , Canton Middle School Haywood County Schools President, NC Principals and Assistant Principals Association
Teicher Patterson Teacher, Northwest Halifax High School Halifax County Schools	Yvette Stewart Race to the Top Project Coordinator for Professional Development Department of Public Instruction

Jeff Peal Associate Superintendent Alexander County Schools	Jennifer Preston Race to the Top Project Coordinator for Teacher Effectiveness Department of Public Instruction
Teresa Cunningham-Brown Senior Director, Recruitment and Retention Wake County Public Schools	Jill Cox Government Relations Director United Way of North Carolina
LaChawn Smith Principal, Sunset Park Elementary School New Hanover County Schools	Saul Olvera Teacher, Macon Middle School Macon County Schools
Carol Vanderbergh Executive Director Professional Educators of North Carolina	Debra Horton Executive Director North Carolina PTA
David Hicks Principal, Meadowbrook Academy Stokes County Schools	Amy Holcombe Executive Director of Talent Development Guilford County Schools
Tina Hester Chief Human Resources Officers Durham Public Schools	Heidi Carter School Board Member Durham Public Schools
Tamara Berman-Ishee Regional Lead Department of Public Instruction	John Farrelly Superintendent Washington County Schools
Michael Maher Director of Professional Development, College of Education North Carolina State University	Dan Habrat Human Resources Director Charlotte-Mecklenburg Schools
Chrystal Brown Human Resource Department Cabarrus County Schools	Jessica Anderson Senior Researcher SERVE Center at UNC-Greensboro
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.

State Standards

Professional Development Calendar - Deleted from Renewal Request

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.

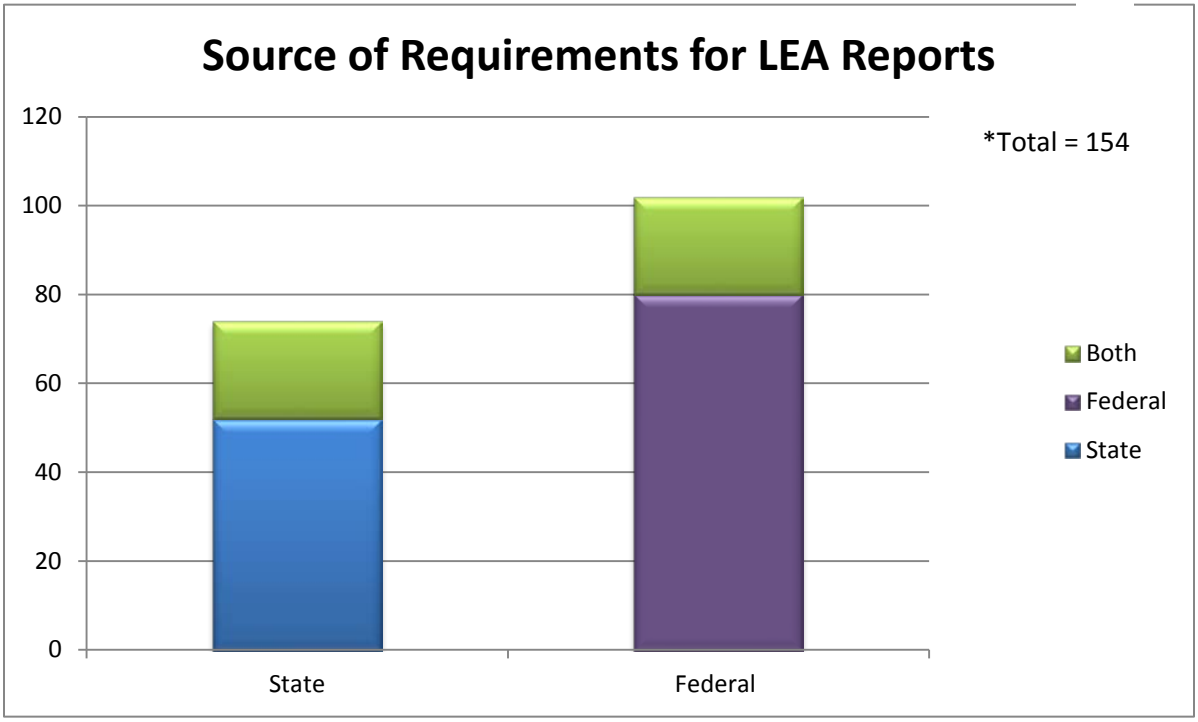
To inform North Carolina Local Education Agency (LEA) units of the reporting requirements that NCDPI has for them, the Data Management Group created a Master Data Calendar (MDC) several years ago. The MDC, which is found in an abbreviated form in **Appendix A** and in its entirety on the DMG website (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.

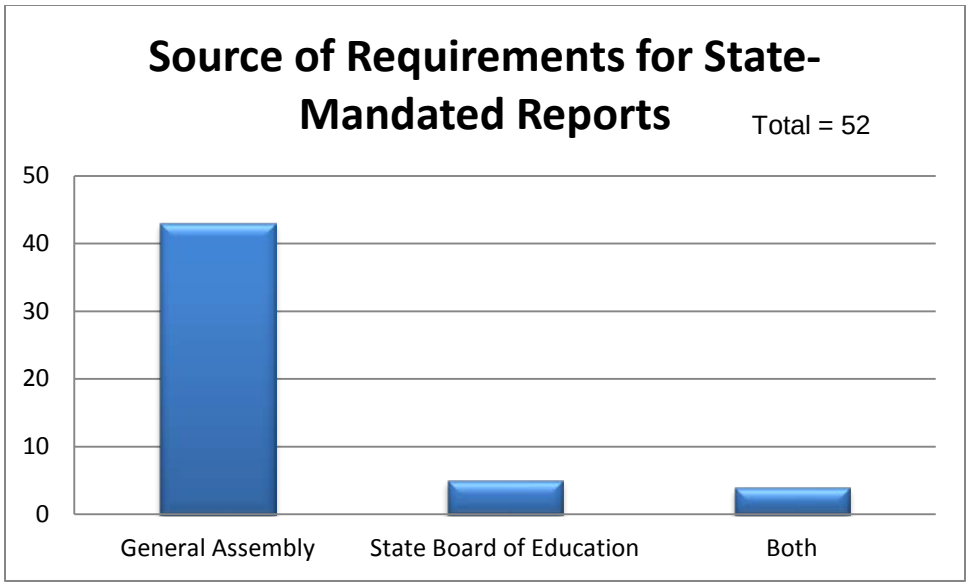
Table 1



*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
DLP	Distinguished Leadership in Practice
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
ELD	English Language Development
ELP	English Language Proficiency
EOG	End-of-Grade
ERD	Educator Recruitment and Development

ACRONYM	TERM
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
EVAAS	Education Value-Added Assessment System
FFC	Framework for Change
FTT	Facilitated Team Time
GETC	Governor's Education Transformation Commission
IHE	Institute of Higher Education
IIS	Instructional Improvement System
LEA	Local Educational Agency
LEP	Limited English Proficiency
LIEP	Language Instruction Educational Program
McREL	Mid-continent Research Education Laboratory
MDC	Master Data Calendar
MET	Measuring Effective Teaching
MOU	Memorandum of Understanding
MPIs	Model Performance Indicators
MSL	Measures of Student Learning
MTSS	Multi-Tiered System of Support
NCAE	NC Association of Educators
NCDPI	North Carolina Department of Public Instruction
NCEES	North Carolina Educator Evaluation System
NCEXTEND1	North Carolina Alternate Assessment
NCLTI	NC Learning Technology Initiative
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
PDI	Professional Development Initiative

ACRONYM	TERM
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
SBE	State Board of Education
SCA	State Capacity Assessment
SEA	State Educational Agency
SERVE	SERVE Center at UNC-Greensboro
SI	Summer Institute
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
SWG	State Scaling-up Workgroup
TIF	Teacher Incentive Fund
UDL	Universal Design for Learning
UL	Understanding Language
WIDA	World-Class Instructional Design and Assessment