

## STATUS REPORT

### **Implementation Plan for Recommendations from the North Carolina Advisory Commission on Raising Achievement and Closing Gaps**

Just as resolving the issue of raising achievement and closing gaps will require widespread effort among all stakeholders, this implementation plan was developed under the leadership of the North Carolina Advisory Commission on Raising Achievement and Closing Gaps with support and participation from the Department of Public Instruction. This included the Divisions of

- Accountability Services,
- Communication and Information,
- Exceptional Children,
- Human Resource Management,
- Instructional Services,
- Instructional Technology,
- Office of the State Superintendent,
- School Business, and
- Divisions of Elementary, Middle, and High School Education.

Nevertheless, to ensure coordination and implementation of activities, overall responsibilities for implementation of the plan will lie with Dr. Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services.

This report provides the original goals; the overall status of the implementation process for each goal; reflects the strategies that have been implemented to address each goal; and strategies to be implemented in the future.

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### Recommendation from the North Carolina Commission on Raising Achievement and Closing Gaps Implementation Plan

**Recommendation #1:** That the state take steps to reduce, then eliminate the disproportionate number of minority students assigned to special education programs. As a part of the ABCs reporting process, require that schools provide descriptive data, in table format, that will allow for comparisons between the percentage of students assigned to the various categorical special education programs in school districts with state averages in those same categories, and with the rates of incidence of the various handicapping conditions in the general population of our nation.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented By June 2005
<p>1. Report and compare school-level data to percentages of students assigned to various program types (including AIG programs); the numbers of long- and short-range suspensions of students with disabilities; the numbers of students in particular educational settings; the numbers of students exiting the program and school disaggregated by race/ethnicity, gender and program types; and the incidence of handicapping conditions with district and state averages in these same categories. Include the rates of incidence of the various handicapping conditions in the general population of the nation.</p> <p>Disaggregated data will be reported by race (African-American, American Indian, Hispanic, White, Asian and Multi-racial), by free and reduced lunch status, area of disability and level of English proficiency for LEP/EC children.</p>	<p>Teresa Dais, Division of Exceptional Children</p>	<p><b>Partially Complete</b></p>		<p><b>-Disaggregated data reported by free and reduced lunch status on students with disabilities by 2005-06 school year.</b></p> <p><b>-Disaggregated data reported on level of English proficiency for LEP/EC children by 2005-06 school year.</b></p>



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3. Prepare and distribute Risk Analysis reports based on data submitted from LEA's December 1 Child Count	Teresa Dais, Division of Exceptional Children	<b>Partially Completed</b>		<ul style="list-style-type: none"> <li>• -2 years of Risk Analysis data that calculates the Risk Ratio for EMD and BED students by Region and LEA. The Risk Ratio responds to the following questions: What is the risk of identification as EMD or BED for African-American students compared to the risk for White students?</li> <li>• 2004-2005 Risk Ratio will be obtained to demonstrate 3 years of trend data.</li> </ul>
4. Lead initiative to search for vendors to provide exceptional children software on data collection requirements established in the Individuals with Disabilities Education Act (IDEA), Part B, Section 611 and 619. Reports will be readily available for analysis at school-level, LEA-level and State-level for Child Count data, End-of-Year data, Continuous Improvement Monitoring System, Continuous Improvement Monitoring Program data, Office of Civil Rights (OCR) data, and Annual Report data.	Teresa Dais, Division of Exceptional Children	<b>Partially Completed</b>		<ul style="list-style-type: none"> <li>• Phase 1 –Demographic Section of CECAS application completed to collect, analyze and report December 1, 2004 and April 1, 2005 Child Counts of children with disabilities.</li> <li>• Report Section Completed for Phase 1</li> <li>• Train CECAS Leadership Team, CECAS Regional Trainers, Regional Consultants, and Exceptional Children Division Staff</li> <li>• Integration between CECAS and NCWISE is scheduled to began June 2005</li> <li>• Phase 2 – Ongoing IEP Development training.</li> <li>• Phase 3 – Incorporated the early intervention module into the CECAS application.</li> <li>• By July 2005-06, CECAS will be fully implemented.</li> </ul>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
5. Report on the connection between the identification of minority and at-risk students as students with Behavioral or Emotional Disabilities and the gap in student achievement.		Completed		
6. Develop strategies to change exceptional children placement. This should address <ul style="list-style-type: none"> <li>• assessment tools</li> <li>• university and training preparation</li> <li>• survey the approved school psychology programs in NC to determine how they address cultural awareness and diversity issues in their programs</li> <li>• inservice training to current lead school psychologists who will use information to retrain psychologists in their LEA;</li> <li>• Examine cultural <b>responsive teacher training at IHE's;</b></li> <li>• <b>Examine State policy for placement criteria for students identified as having educable mental disabilities (EMD).</b></li> </ul>	Teresa Dais, Division of Exceptional Children  David Mills, Division of Exceptional Children  Diann Irwin, Division of Exceptional Children  Ira Wolfe, Division of Exceptional Children	Partially Complete		<ul style="list-style-type: none"> <li>• <b>During 2005-06, State psychologist will increase LEA psychologists' knowledge, awareness and use of culturally responsive assessments through awareness training.</b></li> <li>• <b>State psychologist will provide LEAs with a list of culturally responsive assessment instruments</b></li> <li>• <b>Examined State policy for placing students with EMD.</b></li> <li>• <b>Establish EMD Task Force.</b></li> </ul>

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Action(s)	Person(s) Responsible			Strategies to be implemented
<p><b>7. Collaborate with the National Center for Culturally Responsive Educational Systems (NCCRESt) to develop state Disproportionality Plan.</b></p> <ul style="list-style-type: none"> <li>• Close the achievement Gap between students from culturally and linguistically diverse backgrounds and their peers;</li> <li>• Reduce inappropriate referrals to special education—examine pre-referral process;</li> <li>• Focus on culturally responsive practices, early intervention, literacy, and positive behavioral supports;</li> <li>• Examine and/or devise exceptional children exit plan;</li> <li>• Determine impact of disproportionality on student achievement;</li> <li>• Examine disproportionality within ethnic groups.</li> </ul>				<ul style="list-style-type: none"> <li>• NC Disproportionality Task Force will complete final version of State Status and Outcomes Disproportionality Plan and the plan on how task force will target LEAs to provide focused professional development and technical assistance.</li> <li>• Strategies implemented to reduce inappropriate referrals to Special education.</li> <li>• Focus on culturally responsive practices, early intervention, literacy, and positive behavioral supports.</li> <li>• NC Disproportionality Task Force established criteria to target 6 LEAs across NC with significant overrepresentation of minority students in Special education programs.</li> <li>• NC Disproportionality Task Force will connect with Raising Achievement Closing Gaps Section to participate in Town Hall Meetings that will help increase the awareness level of this issue across the State.</li> </ul>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
8. Change Special Education License to require indicators of ability to teach reading and elementary math		Completed		
9. Develop reading and math sites for research to practice for special education teacher preparation		Completed		
10. Sponsor institutes for special education teachers to learn how to implement reading, science and math programs		Partially Complete		<ul style="list-style-type: none"> <li>• <b>Corrective Reading</b></li> <li>• <b>Wilson Language Overview</b></li> <li>• <b>Baseline data will be obtained from the Science sites and additional Math sites.</b></li> </ul>
<b>11. Positive Behavior Support Centers</b>		Partially Complete		<ul style="list-style-type: none"> <li>• <b>16 funded Best Practice Centers</b></li> <li>• <b>131 additional trained schools</b></li> <li>• <b>3 LEAs going district-wide</b></li> <li>• <b>Positive Behavior Support (PBS) modules selected</b></li> <li>• <b>76 Trainers trained in PBS modules</b></li> <li>• <b>6-year plan developed</b></li> <li>• <b>PBS Video &amp; Brochure</b></li> </ul>

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Actions	Person (s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<b>12. Instructional Consultation Model</b>		<b>Partially Complete</b>		<ul style="list-style-type: none"> <li>• <b>Baseline referral data will be collected from 7 elementary schools in reference to number of students referred for psychological testing, gender and ethnicity, and placement rate in special education</b></li> </ul>
<b>13. Specific Learning Disability (SLD) Eligibility Problem-Solving Model</b>		<b>Partially Complete</b>		<ul style="list-style-type: none"> <li>• <b>5 LEAs selected</b></li> <li>• <b>3 Trainings completed</b></li> <li>• <b>04-05 Staff Development scheduled</b></li> <li>• <b>04-05 Norming procedure schedule</b></li> <li>• <b>05-06 Baseline data will be established.</b></li> </ul>
<b>14. Learning Strategies Best Practice Center</b>		<b>Partially Complete</b>		<ul style="list-style-type: none"> <li>• <b>Paragraph &amp; Sentence Writing Strategy Trainings completed</b></li> <li>• <b>Training of Trainers Task Force established.</b></li> </ul>
<b>15. Literacy Best Practice Center for Students Requiring Significant Adaptations or Modifications</b>		<b>Partially Complete</b>		<ul style="list-style-type: none"> <li>• <b>Continued implementation of model site objectives</b></li> <li>• <b>On-site consultation and training at three model demonstration sites.</b></li> </ul>

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<p><b>16. Diversity Recruitment Training</b></p>		<p><b>Partially Complete</b></p>		<ul style="list-style-type: none"> <li>• Selected task force members in 2003-04.</li> <li>• Established first of a series of taskforce meetings during 2003-04.</li> <li>• Established Diversity Recruitment Advisory Board during 2003-04.</li> <li>• State Improvement Grant will include funding for Diversity Recruitment Training.</li> <li>• Teachers-Teachers.com will help increase the number of minority teachers across NC.</li> </ul>
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**Recommendation #2:** That the state recognize its obligation to ensure that students have an equal opportunity to learn by promoting, encouraging, and funding instructional approaches that expose minority students currently functioning at or near grade level to advanced content, challenging strategies, and quality work, thus increasing the number of minority students who perform at the highest levels on standardized and end-of-grade tests.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Develop statewide standards for honors courses to ensure rigor.	Division Directors	Partially Completed	-Arts Education Honors standards completed -General guidelines for honors for other courses described in the SCS have been completed. (Course descriptions for honors courses are being developed.) -Permission contained to include Advanced Placement standards developed by College Board in <i>North Carolina Standard Course of Study</i> by designated content areas.	<ul style="list-style-type: none"> <li>• <b>Template for honors students for MCRs for university developed &amp; will be distributed in schools, July 2005.</b></li> <li>• <b>Video Conference Honors</b></li> </ul>

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<p>2. Develop curriculum support documents to assist teachers in addressing needs of diverse student population – elementary, middle, and high school.</p>	<p>Division Directors</p>	<p>Partially Completed</p>	<p>-Curriculum support documents that assist teachers in addressing the needs of students from diverse backgrounds and with a variety of learning styles have been developed in the following areas:</p> <ul style="list-style-type: none"> <li>-Mathematics, K-5, 6-8, and 9-12</li> <li>-Social Studies, K-5, 6-8, and 9-12</li> <li>-English/Language Arts, K-5, 6-8, and 9-12</li> </ul> <p>-Limited English Proficiency Support Documents:</p> <ul style="list-style-type: none"> <li>-Guide to SCS for LEP students K-5, 6-8 and 9-12</li> <li>-Guidelines for Testing LEP Students</li> <li>-English/Language Arts Development Standards (To be completed December 2003)</li> <li>-Arts Education K-12: Promoting a Safe School Environment</li> <li>-Guide to the Early Years</li> <li>-Strategies for Improving Achievement of students taking Career Technical Education courses distributed to LEAs based on PPMS data indicating targeted student performance is below proficiency on VOCATs</li> <li>-Strategies for supporting diverse student populations in career technical education courses distributed to LEAs in professional development and hard copy format based on data from annual Civil Rights Report compiled by Career Technical Education Equity Consultant. Documents include the following:</li> <li>“School to Work: Preparing Young Women for Nontraditional Careers”</li> <li>“System-Building Standards for Educational Reform, an Equity Perspective”</li> <li>“What Schools can DO to Improve Achievement by Minority and Underrepresented Genders”</li> <li>“Increasing Nontraditional Enrollment in your Classroom”</li> <li>“Civil Rights and Workforce Development”</li> <li>“What Color is Your Language”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Template based on SBE adapted standards in Curriculum Instruction &amp; Assessment to be conducted in Sept. 2005</b></li> <li>• <b>-Only day Honors forum of “Best Practices” &amp; Model Programs” to be conducted Spring, 2006</b></li> </ul>
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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>3. Implement provisions of advanced placement incentive grant from the U.S. Department of Education (Major component is to support low wealth, rural, and local school systems with high minority populations to take Advanced Placement courses).</p>	<p><b>Division Directors</b>            Mary Watson, Division of Exceptional Children             Frances Bradburn, Division of Instructional Technology</p>		<p>-Advanced Placement Advisory Group expanded to include representatives from the rural and low wealth school systems, IHE, parent groups, business and community groups.            -Information regarding the availability of funds to pay fees for AP and /or IB exams for qualifying low-income students distributed to superintendents, system-level finance officers, secondary principals, guidance counselors, local AP and IB coordinators and teachers.            -Signed agreement with College Board for Agency to be billed directly for AP exams taken by low-income students.            -Approximately 1900 exams taken by qualifying low- income students for 2002.            -Competed RFP, based on deferral guidelines for AP incentive grant-targeted rural and low wealth LEAs.            -Selected part-time grant facilitator.            -Selected 13 sites for participation – at least one site in each of the 8 educational regions.            -Conducted staff development on vertical teaming for middle and high school teacher teams from each site.            -Developed eight online AP courses that are available without charge to students in the 13 participating sites. These courses are also available to students in other sites for a fee.            -Developed informational parent handbook targeted to parents of under-represented students.            -Professional development for 2003 school year conducted: Arthur Costa and Bena Kallick’s <i>Habits of Mind</i>.            -Two secondary teachers from each of the 13 sites attended an AP summer Institute (Institute approved by College Board. Stipends and tuition paid for by the grant.            -Registration for 2003-04 school year for online AP course participation completed            -Number of online courses increased to 13 students in 13 participating sites</p>	<ul style="list-style-type: none"> <li>• <b>2004 One Day AP Forum conducted with apx. 450 people attending</b></li> <li>• <b>Apx. 1000 students register to take AP on-line courses for 2004-05</b></li> <li>• <b>April 1900 students registered to take AP on-line courses</b></li> <li>• <b>Professional development for Differentiated Instruction to be conducted June, 6,7, 8 2005</b></li> </ul>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
4. Request funds to increase number of support personnel to assist students in improving academic achievement, instructional technology, school counseling, social workers, etc.	Division Directors	Incomplete	<p>-Middle school counselors requested in prior budgets, severe budget constraints have hindered funding</p> <p>-Instructional technologist for every school system requested in current budget</p>	Continue biennial request for instructional support position
5. Showcase schools that have been effective in getting minority students to take more rigorous courses as preconference sessions at the Closing the Achievement Gap Annual Conference	<p>Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services</p> <p>Division Directors</p>	Completed - Ongoing	-Charlotte-Mecklenburg and Guilford County Schools' best practices regarding recruitment and retention of underrepresented students in Advanced Placement and honor courses have been highlighted by the Advanced Placement Advisory Committee, presentations regarding our state's participation in the AP incentive grants, Etc.	<p>Will be implemented at the 2004 Closing the Gap Conference</p> <p><b>Highlighted schools &amp; LEAs at conference Superintendents had a dialogue on this issue on this issue at 2004 &amp; 2004 conference.</b></p>
6. Study the feasibility of implementation of recommendations from <i>Increasing Opportunity to Learn via Access to Rigorous Courses and Programs</i> (by William Darity, Jr. and Karolyn Tyson, 2001) not currently underway. This will ensure that all students have access to a rigorous curriculum, challenging tasks and high quality teachers in order to maximize student potential.	<p>Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services</p> <p><b>Division Directors</b></p>	Completed - Ongoing	<p>-Advanced Placement Incentive Grant – 13 sites are participating (See #3 above for more details)</p> <p>- “NCLB from the Instructional Perspective Newsletter”</p>	<b>Sec H 3</b>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>7. Encourage LEAs to study the feasibility of implementation of recommendations from <i>Increasing Opportunity to Learn via Access to Rigorous Courses and Programs</i> (by William Darity, Jr. and Karolyn Tyson, 2001) not currently underway. This will ensure that all students have access to a rigorous curriculum, challenging tasks and high quality teachers in order to maximize student potential.</p>	<p>Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services</p> <p><b>Division Directors</b></p>	<p>Completed - Ongoing</p>	<p>-Advanced Placement Incentive Grant – 13 sites are participating (See #3 above for more details) - “NCLB from the Instructional Perspective Newsletter” -Copies of the report distributed to local superintendents -Discuss merits of report with LEA instructional leaders</p> <p><b>R3 Ad-Hoc Sub committee if the SBE</b></p> <p><b>-This committee recommended definition of rigor with strategies for a variety of stakeholders to increase rigor in schools.</b></p> <p><b>-SBE Approval H.S. Exit Standards Enhances the rigor if high graduations requirements.</b></p>	<p><b>Raising Achievement &amp; Closing Gaps Section will take leadership for this strategy. Gap section’s work will incorporate.</b></p>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>8. Establish recommended guidelines for LEAs to use to encourage minority students to participate in higher level courses. Possible actions include</p> <ol style="list-style-type: none"> <li>1. using the ETS prediction software to look at students who take the PSAT who would also (probably) be successful in AP courses</li> <li>2. recommending that flexibility in use of PSAT funds be eliminated</li> <li>3. analyzing Statewide PSAT and SAT test scores to determine where students are successful and in which area they need additional assistance</li> <li>4. disaggregating NAEP scores to compare NC minority students' scores with minority students nationally</li> <li>5. monitoring the course of study and achievement of students who do not qualify for AIG programs</li> <li>6. requiring local boards of education to examine policies that impact student placement in courses</li> </ol>	<p>Division Directors Lou Fabrizio, Division of Accountability Services</p>	<p>Completed- Ongoing</p>	<p>-College Board guidelines for recruitment of underrepresented students into Advanced Placement course have been developed and disseminated to sites participating in the Advanced Placement Incentive Grant</p> <p>-Thirteen rural and low-wealth sites have received information regarding AP Potential Software that can be used to increase the numbers of underrepresented students taking Advanced Placement courses by analyzing PSAT scores.</p> <p>-Disaggregation of NAEP scores by minority groups has been done with a comparison with minority students nationally.</p> <p>-Regional meetings recommending "nurturing programs" for students who show potential for AIG programs conducted statewide</p> <p>-Developed an optional North Carolina AIG report recommendation. Present data from the Child Count for 2002-03 show approximately 7500 students receiving additional enrichment services in statewide nurturing programs.</p> <p>-For 2001-02 school year approximately 26 nurturing programs have been identified statewide.</p> <p>-"Project Bright Idea" developed for five schools in six geographic diverse educational districts. Main focus of programs is to nurture AIG identification or placement in more rigorous and advanced classes</p> <p>-Developed four units to use in honors and Pre-AP classes in order to prepare students for the rigor and challenge of Advanced Placement and IB classes</p> <p>-Met with superintendents to discuss what they could do to help close gaps</p> <p><b>-SBE Approved H.S. Exit Standards</b> <b>-SBE Approved R3 committee; recommendations and strategies</b></p>	<p>Develop and distribute collaborative memo to superintendent and local boards of education to emphasize the strategies</p>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
9. Disaggregate and analyze SAT scores of NC's top performing students and compare performance to the nation's top students	Lou Fabrizio, Division of Accountability Services  Division Directors	Completed	The annual SAT report for 2003 provides results for the top 10% of students in North Carolina and the United States.	
10. Require LEAs to monitor the scale scores of students performing at Level III and IV to ensure that they are continuing to progress within the achievement levels	Lou Fabrizio, Division of Accountability Services	Partially completed	<ul style="list-style-type: none"> <li>▪ Some training was provided at the annual Accountability Conference in February 2003</li> <li>▪ Regional accountability staff members have provided training in LEAs</li> </ul>	
11. Establish district-wide policies to monitor academic progress of minority students.	Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services			
12. Encourage LEAs to use student historical data reports (grades 3-12) to monitor the progress of all students	Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services			
13. Establish recommended policies for LEAs to monitor the progress of students in the top 25% of each class and to review movement within achievement levels	Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services			

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**Recommendation #3:** That a professionally designed public information campaign be initiated statewide to get the attention of parents (especially those with consistently underachieving students) and local communities.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>1. Solicit requests for proposals for design of a plan for a public information campaign to reach parents, particularly those with consistently underachieving students, and local communities. The plan must outline a multi-phase, multi-vehicle communications effort and include estimated costs of such a comprehensive plan. The campaign should address why this issue matters personally (morally right, economic implications and democratic society), as well as the impact of excessive television on student performance. An additional component must also be to help parents know how to assist and advocate for their children. The campaign should include strategies for expanding business partnerships.</p>	<p>Director, Division of Communications and Information</p>	<p>Partially Implemented</p>	<p>-Research and Evaluation Associates was selected from among the firms that submitted proposals. The company prepared a plan of a public information campaign to reach out to parents.</p> <p>-The State Board included a request to fund the plan in the 2003-03 budget request. This funding was not included in the House or Senate Budget.</p>	

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**Recommendation #4:** That each LEA be directed to request the following from each school in its district:

- An annual action plan for creatively seeking to improve the school’s image with parents and to raise the level of connectedness to parents in general but specifically to those not usually involved with the school.
- Parent involvement records should be kept identifying parents who come to the school to assist and support the school and the child in the teaching and learning process.
- Voluntary home visits by teachers and administrators should be considered for the simple purpose of building a trusting relationship between home and school.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>1. Encourage schools to establish an Annual Parents’ Day. The school could be open to parents all day to visit classrooms and see displays set up in the media center or gym. The displays could be student work along with booths or persons with information specific to parental concerns. Develop and disseminate suggestions and ideas for schools to use to design a parent day based on best practices currently being used in the schools and other successful ideas. Encourage teachers and parents to develop activities based on local needs.</p>	<p>Director, Division of Communications and Information Services Vanessa Jeter</p> <p><b>Division Directors</b></p>	<p>Completely Implemented</p>	<p>The information is on the Web at: <a href="http://www.ncpublicschools.org/closing_the_gap/strategies.html">http://www.ncpublicschools.org/closing the gap/strategies. html</a></p>	<p><b>Raising Achievement and Closing Gaps Section’s work plan includes initiatives on working with parents and communities. Gap section will take lead during 5-06. Will incorporate new Parental Involvement Policy</b></p>
<p>2. Encourage LEAs to encourage a day/days of flexible work schedules so that schools can open school facilities to parents and provide access to technology, training opportunities, media resources and schedule teacher conference. The flexible</p>	<p>Director, Division of Communications and Information Services</p> <p>Division Directors</p>	<p>Completely Implemented</p>	<p>The information is on the Web at: <a href="http://www.ncpublicschools.org/involvement/partnership_guidelines.html">http://www.ncpublicschools.org/involvement/partnership_guidelines.htm l</a></p>	<p><b>Same as above</b></p>



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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
6. Encourage LEAs to expand the requirements for parent involvement in Title I schools to all schools in the district.	Division Directors	Not implemented		Prepare a packet of materials explaining NCLB Title I requirements for parent involvement. Include sample parent involvement policies. <b>Raising Achievement and Closing Gaps will have strategic planning session with Title I section to determine a strategy for expansion. This planning session will occur in June '05</b>
7. Encourage non-Title I schools to adopt Title I guidelines to develop and distribute to parents a written parent involvement policy in conjunction with the LEA policy.	Division Directors	Not implemented		Distribute to all LEAs encouraging them to adapt the materials as needed and adopt for all schools within.  <b>Same</b>
8. Encourage schools and LEAs to build their capacity for involvement by adhering to the policies for Title I schools.	Division Directors	Not implemented		Complete by December 1, 2003

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
9. Encourage schools to keep records to identify parents who come to school to assist and support the school and the child in the teaching and learning process.	Director, Division Communications and Information Services  Division Directors	Completely Implemented	The information is on the Web at: <a href="http://www.ncpublicschools.org/involvement/partnership_guidelines.html">http://www.ncpublicschools.org/involvement/partnership_guidelines.html</a>	<b>Raising Achievement and Closing Gaps Section will work with Communications Division in an effort to achieve these goals. Collaborative Planning will occur in June '05.</b>
10. Encourage schools to use volunteer and retired teachers/senior citizens to read to students and provide tutoring assistance	Director, Division Communications and Information Services  Division Directors	Completely Implemented	The information is on the Web at: <a href="http://www.ncpublicschools.org/involvement/partnership_guidelines.html">http://www.ncpublicschools.org/involvement/partnership_guidelines.html</a>	<b>Same</b>
11. Encourage schools to conduct parent meetings in community centers, churches, etc.	Director, Division of Communications and Information Services Vanessa Jeter  Division Directors	Completely Implemented	The information is on the Web at: <a href="http://www.ncpublicschools.org/involvement/partnership_guidelines.html">http://www.ncpublicschools.org/involvement/partnership_guidelines.html</a>	<b>Same</b>

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<p>12. Develop one comprehensive package that addresses all recommendations in this action plan to be distributed to schools, LEAs, charter schools, etc. Invite the Parent Teacher Association to work with DPI to develop and finalize the packet. Distribute with a cover memo from State Superintendent, State Board chair and state PTA president.</p>	<p>Director, Division of Communications and Information Services Vanessa Jeter</p> <p>Division Directors</p>	<p>Partially Implemented</p>	<p>Due to a lack of funds, the materials were not printed and mailed. Principals and others were encouraged in e-mail messages to access the materials on the web.</p>	<p><b>Raising Achievement and Closing Gaps Section will do strategic follow-up with LEAs</b></p>
<p>13. Revise this action plan to reflect strategies, when appropriate, the multi-phase, multi-vehicle communications effort and outreach for the public information campaign.</p>	<p>Director, Division of Communications and Information</p> <p><b>Division Directors</b></p>	<p>Ongoing</p>	<p>NA</p>	<p><b>Directors of Middle Grades Education will continue to seek funding for this initiative of Awareness Campaign</b></p>

**Note 1:** These recommendations were presented to Dr. Ward's Teachers' and Principals' Advisory Councils. Their responses are noted below.

- an annual action plan for creatively seeking to improve the school's image with parents and to raise the level of connectedness to parents...The plan should include methods ...and should be filed with the local superintendent's office by August 1 annually.  
**RESPONSE:** The Superintendent's Teacher and Principal Advisory Committees recommend that this plan be a part of each school's School Improvement Plan. DPI could issue guidelines/recommendations for raising the level of connectedness with parents.
- parent involvement records should be kept identifying parents who come to school to assist and support the school and the child....  
**RESPONSE:** The Superintendent's Teacher and Principal Advisory Committees believe that this would create tremendous paperwork without a real purpose and that it would not capture the involvement (particularly that by parents for whom making a phone call would be increased parent involvement).
- voluntary home visits by teachers and administrators should be considered... and conclusions drawn should be recorded...  
**RESPONSE:** Some teachers and other staff already do this. DPI can encourage this practice.

**Note 2:** The expanded LEA requirements for parent involvement include

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- involving parents in the development and distribution of a written parent involvement plan (to include the typically hard-to-reach parent);
- describing how the LEA will involve parents in the development and review of the plan;
- providing coordination, technical assistance and other support necessary to assist schools in planning, coordinating and implementing effective parent involvement activities; and
- conducting an annual evaluation of the content/effectiveness of the policy and the extent to which typically non-involved parents are involved in the teaching and learning process.

**These are expanded to direct more attention to the typically hard-to-reach parents.**

**Note 3:** Title I school-level requirements could be included in school improvement plans under Strategic Priority Four.

The requirements are that

- the plan be notified of the policy in an understandable and uniform format and, to the extent possible, in a language that is understandable;
- schools convene an annual meeting;
- offer a flexible number of meetings;
- involve parents in a timely way in the planning, review and improvement of programs;
- provide a description and explanation of the curriculum in the school, the focus of academic assessments and required proficiency levels;
- provide parents opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, as requested by parents; and
- develop jointly with the school and parents a school-parent compact that outlines how parents, the school staff and students share responsibilities for improved student achievement.

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**Recommendation #5:** That the State Board of Education and the Superintendent make a public commitment to design and fund a required, but flexible, professional development initiative that will ensure that classroom teachers acquire the knowledge, skills, and dispositions needed to be successful in teaching a diverse population of students.

**Status:** Work on this recommendation actually has already begun. In January, the SBE approved a report on professional development for submission to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina. The report required the SBE to identify the professional development needs of public school employees and strategies for addressing the needs, with the expectation that the Center for School Leadership Development (CSLD) would design and implement professional development programs in response. The report identified the need to close the gap while raising the academic achievement of all students as a critical issue facing the public schools of North Carolina, and asked the CSLD to work directly with 15-20 schools to be identified by DPI and to begin work on the development of professional development modules that can be used by all teachers.

The UNC Center for School Leadership Development (CSLD) is required by statute to provide a report next September detailing how it has responded to the SBE report. The SBE is then (by next January) to determine whether or not the CSLD has addressed the needs identified. This is to become an annual process.

The work of the Center on this initiative, coupled with the work that is being done by the Closing the Gap Section, should provide the basis of a professional development initiative that will ensure classroom teachers acquire the knowledge, skills, and dispositions needed to be successful in teaching a diverse population of students. The SBE and the Superintendent could work with the CSLD to make a more public commitment to developing the professional development. Once a program has been developed, and there are data on its effectiveness, the SBE could seek funds to make it required.

The precedent to requiring all teachers to complete a prescribed professional development program exists in the Effective Teacher Training module. The SBE could act to modify license renewal requirements to require teachers complete “x” hours in diversity training to renew their licenses. They are currently required to complete 3-5 renewal hours in technology training every five years to renew their licenses.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Develop a position statement from the State Board of Education and the Department of Public Instruction emphasizing the expectation of professional development and the continual growth of <b>all educators</b> , including teaching a diverse population of students. Distribute the statement statewide and post on the DPI website. Include professional organizations in the dissemination of this information.	Division Directors  Kathy Sullivan, Division of Human Resource Management  Director, Division of Communications and Information	Not implemented	1. The State Board of Education has directed the UNC Center for School Leadership Development to develop a comprehensive school-level program for closing the achievement gap while raising the achievement of all students. This initiative, called ASSET, has been implemented in four LEAS in the state. The Center is also to develop professional development modules based on the activities they are developing.  The State Board has received two reports from the Center on this	1. The Education Cabinet will address professional development.  The report from the SBE Committee on professional development will be posted on the DPI website.  <b>Coordinator of Professional Development Debbie Rollins, will be asked to facilitate this action.</b>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
2. the dissemination of this information.			<p>initiative. The Board will approve its second report on this initiative in January 2004.</p> <ul style="list-style-type: none"> <li>- The State Board of Education convened a special committee on professional development. The committee report was received by the State Board early last year.</li> </ul>	
3. Assure that attention to diverse learners/populations is embedded in all planned DPI training.	Each division in the agency that provides professional development		<ul style="list-style-type: none"> <li>- Staff development contact named for each division offering training</li> <li>- Contacts encouraged to ensure that training provide by their areas include attention to diverse learners</li> </ul>	Coordinate with professional development consultant
4. Work with IHEs , teacher organizations, etc., to ensure that pre-service and in-service programs for instructional staff and administrators are addressing “attention to diverse learners” in their programs	Kathy Sullivan, Division of Human Resource Management		In March 2002 the State Board of Education adopted new program approval standards and new standards for a number of specialty areas. The new standards include a focus on diversity. The new program approval standards contain a standard specifically focused on diversity and require IHEs to address diversity in curriculum and clinical experiences, faculty, candidates, and working with P-12 students in the public schools.	Institutions are now going through the approval process with the new standards. All institutions will be reviewed under the new standards within the next several years.

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>5. Convene a cross-agency work group to develop professional development modules that can be used to prepare teachers and principals in the effective delivery of instruction that has proven successful in meeting the needs of struggling students/diverse populations and that establishes a philosophy that the training is “unconventional.” The modules should allow for personal reflection time for participants, a “gentle” but intensive approach to the training, factual information about other cultures, and focus on application and practice of research-based strategies. Technology should be used to help facilitate such training. Coordinate with CSLD and NCAE.</p>	<p>Division Directors</p> <p>Kathy Sullivan, Division of Human Resource Management</p> <p>Frances Bradburn, Division of Instructional Technology</p> <p>Mary Watson, Division of Exceptional Children</p> <p>Director, Office of Charter Schools</p>	<p>Ongoing</p>	<p>Online courses via StarNet and NC Win and satellite courses from StarNet have been provided across the state by the Instructional Technology Division</p> <p>Modules have been developed in conjunction with PEP that have proven to assist schools in the improvement process. These programs have been focused on school leadership and data analysis. Also, school technology plans and implementation of the plans has been addressed.</p> <p><b>Committee composed of consultants in the Curriculum and School reform were survey schools from each of the NCLB sub-groups that had done exceptional well with all students performance to ID best practices; teachers methods and recommended PD. A summary booklet was prepared and prof. deve. conducted in a variety of conferences on the booklet’s findings.</b></p>	<p>Future programs in the planning process include school-side improvement (i.e. Baldrige training), evaluation tools, and improved instructional practices.</p> <p>Convene the cross-agency group under the auspices of Leadership Development and Special Services</p> <p><b>Same</b></p>
<p>6. Identify a cadre of trainers who can deliver appropriate training on maximizing student potential, including the modules above.</p>	<p>Training developers (see above)</p>			<p>Convene the cross-agency group under the auspices of Leadership Development and Special Services</p>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>7. Establish a CSLD clearing house of national, high quality professional development. Publish and disseminate this information to all schools and LEAs. Maintain a current posting on DPI's website. Include a feedback mechanism in the website.</p>	<p>Division Directors</p> <p>Mary Watson, Division of Exceptional Children</p> <p>Director, Office of Charter Schools</p> <p>Kathy Sullivan, Division of Human Resource Management</p> <p>Frances Bradburn, Division of Instructional Technology</p> <p>CSLD Staff</p> <p>Open to any division that wishes to submit</p>	<p>Ongoing</p>	<p>Trainings are posted on the CS website and forwarded to schools using the CS Listserv.</p>	<p>Add links from the CS website to other DPI websites that will be beneficial in the school improvement process.</p> <p>Position to be hired would work with staff development contacts to take care of these responsibilities.</p> <p>Include with recommendations from Professional Development Committee sent to the Education Cabinet from SBE</p> <p><b>Same</b></p>



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<p>9. Explore a variety of closing the gap distance learning opportunities to expand professional development offerings for both in-service and pre-service teachers. Extend invitation to IHEs and LEARN NC to work collaboratively on this effort.</p>	<p>Frances Bradburn, Division of Instructional Technology</p>		<p>Instructional Technology staff have met with the Closing the Gap personnel to identify StarNet and video library professional development resources that target closing the gap issues. LearnNC is working with the Distance Learning Section to design online professional development for the State Star Schools grant. StarNet grant has provided video and online courses for school library media personnel.</p>	
<p>10. Publish any training that DPI will be hosting (workshops, etc.) that will be addressing diverse populations. Name one person in the agency to be responsible for mailing a printed agency calendar to each school and LEA on a monthly basis to highlight diversity training that will be offered by DPI</p>	<p>Each division will name one person to be responsible for submitting a list of trainings to Division of Communications and Information to be posted on the website. Rebecca Irwin, Communication Services</p>		<p>Areas/Division in agency have submitted name of a point person for staff development activities</p>	<p>Finalize hiring of a position to coordinate the staff development activities of the agency and to be a liaison with external organizations and agencies.</p>

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<p>11. Investigate ways that technology can be used to close the gap.</p>	<p>Frances Bradburn, Division of Instructional Technology</p>		<p>The instructional Technology Division designed their NCLB Enhancing Educational Through Technology Competitive grant with this goal in mind. Currently, eleven schools across the state are beginning the implementation of this three-year grant that will evaluate how the technology can be used to impact student achievement regardless of ethnicity or demographics.</p> <ul style="list-style-type: none"> <li>-The Distance Learning Section has initiated e-forums, NCIH and online teacher and administrator forums that allow educators to discuss a variety of educational issues together while also hearing from nationally known experts on specific topics. Nine were held this school year; ten are planned for next year.</li> <li>-Other initiatives include a variety of resources, both professional and student curriculum-centered are reviewed and evaluated and included in publications and websites for all educators to access.</li> <li>-Online initiatives ultimately focused on gap issues and student achievement complete the list.</li> </ul>	
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**Please see PowerPoint addendum at end of the implementation plan on Closing the Achievement Gap information.**

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**Recommendation #6** That the state provide the substantial TIME that classroom teachers need to update their skills and gain new skills in working with diverse populations by requiring that veteran classroom teachers accept paid 11-month contracts once during every four-year period.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Review the report by the Public School Forum regarding the issue of increased teacher time	Kathy Sullivan, Division of Human Resource Management	The report has been reviewed.		Ways to provide teachers with time within the school day for professional development will continue to be explored.
2. Work with NCAE and other professional organizations to explore options for longer teacher contracts that will allow additional time for professional development	Paul LeSieur, Director of School Business  Kathy Sullivan, Division of Human Resource Management	Not Implemented	Extended teacher contracts are in place for the staff of High Priority and Continually Low-Performing schools.	

### Examples of Options for Professional Development

In a given year, if all teachers with 0-5 years of experience (paid from State, local and federal sources) had five additional days of professional development devoted to instructional presentation and classroom management, the cost would be \$22,174,521.00. If only State-paid teachers with 0-5 years of experience received five additional days of professional development in instructional presentation and classroom management, the cost would be \$15,611,280.00. If ¼ of all teachers (paid from State, local and federal sources) with 0-5 years of experience received the training, the cost would be \$5,543,630.20.

During 2003-2004 ¼ of all teachers (regardless of funding source for salary) could participate in five days' training on issues related to understanding and respecting cultural diversity and appropriate instructional strategies. The cost for salary for an additional five days for ¼ of all teachers would be \$20,294,530.00. Over a four-year period, all teachers could participate in the training for a cost (salaries only) of \$81,178,118.00. If this option is adopted for only state-paid teachers, the cost for ¼ of teachers would be \$17,688,048.00. The total cost for all state-paid teachers would be \$70,752,192.00.

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**Recommendation #7:** That the state create, fund, and support special seminars and course development for existing university teacher education faculty designed to ensure that they command and model the specific knowledge, skills, and dispositions necessary to prepare preservice teachers to be successful in teaching diverse student populations.

**Status:** Now is an opportune time to act on this recommendation. In March new program approval standards will be brought to the SBE for approval. The new standards actually include stand alone diversity standards. Institutions will be required to provide evidence to the program approval review teams that their students have the knowledge, skills, and dispositions to work effectively with diverse learners. Additionally, new NCATE standards which apply to the unit and became effective last semester, and the proposed new State standards which will apply to each specialty area effective Fall 2003, require faculty to model best professional practices in scholarship, service, and teaching, require institutions to provide opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.

To help institutions preparing to respond to these standards, the Department will make available special workshops for university teacher education faculty. These workshops will be created in concert with UNC-GA and NCICU.

Last fall the State Board of Education (SBE) approved revisions to the Institutions of Higher Education (IHE) Performance Report. These revisions included requiring IHEs to report on their special programs and activities that support SBE priorities, and closing the achievement gap, while increasing the academic achievement of all students has been identified as a priority for purposes of the IHE Performance Report. This should provide additional incentives for IHEs to support the development of their faculty in this area.

A meeting of the deans of education of the public and private IHEs was convened on February 1st. The focus on the meeting was closing the achievement gap. Senator Bill Martin, Mr. Marvin Pittman, Dr. Dwight Pearson, and Dr. Charles Thompson spoke to those gathered.

The instructional modules being developed by the CSLD can also be used by IHE faculty for this purpose. Involvement of IHE faculty in the CSLD/DPI initiative will also foster actualization of this recommendation.

To fully actualize this recommendation will require the support of UNC-GA and NCICU.

**Note: The Ad Hoc Committee on Teacher Quality hopes that public school educators and teachers can be trained side-by-side.**

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Conduct program approval training, including focus on the diversity standards for teacher education faculty.	Kathy Sullivan, Division of Human Resource Management		Over 300 teacher educators have been through the new program approval training to date.	Program Approval Training is on-going.

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>2. Inventory what IHEs are currently doing to ensure their faculties command and model the specific knowledge, skills, and dispositions necessary to be successful in teaching diverse student populations. Disseminate best practices.</p>	<p>Kathy Sullivan, Division of Human Resource Management</p>		<p>In 2001 IHEs were asked to identify special programs and activities they had implemented to address diversity. Several of these were posted on the DPI website.</p>	<p>In the spring IHEs will be again asked to identify special programs and activities they have implemented to address diversity. These practices will be compiled and disseminated.</p> <p>As exemplary programs are identified in program approval visits they will be documented and disseminated. <b>Director of Middle Grades Education and representative from Raising Achievement and Closing Gaps Section has met with Public Deans of Education to discuss and strategize on this action.</b></p>
<p>3. Invite/encourage IHE faculty to participate in DPI/CSLD sponsored professional development activities (e.g., development of the modules, use of the modules, and use of the clearinghouse).</p>	<p>Kathy Sullivan, Division of Human Resource Management</p>		<p>Several IHE faculty have participated in the development of instructional modules developed by the Center for School Leadership Development, LEARN-NC, and the Department of Public Instruction.</p> <p>Several IHE faculty will be involved in the development of the next series of instructional modules.</p>	<p>The next series of instructional modules will be disseminated in the spring.</p>
<p>4. Seek support (financial and policy level) from UNC-General Administration (UNC-GA) and NC Independent Colleges and Universities (NCICU) for this recommendation.</p>	<p>June Atkinson, State Superintendent</p> <p>Howard Lee, Chairman of the State Board of Education</p>	<p>Not Yet Implemented</p>		<p>A letter to presidents/chancellors and deans/directors of teacher education is being drafted.</p>

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**Recommendation #8:** That the State Board of Education seek the support of the President of The University of North Carolina and the various chancellors to require all search committees for new teacher education faculty members to assess and rate applicants as to the knowledge, skills, and dispositions they will need to teach preservice teachers to work successfully with diverse student populations.

**Status:** A request can be made to the President of the University of North Carolina for support in this initiative, but the specific criteria by which new faculty members are selected is typically left to the institution.

Through the program approval process this recommendation could be reinforced (although not actually enforced). As part of program review, team members could ask IHEs what processes they used to ensure that new hires had the knowledge, skills, and dispositions needed to prepare teachers to work successfully with diverse learners. This might encourage institutions to include an assessment of this type in the interviewing/hiring process. Institutions could be encouraged to build this assessment into faculty evaluations also.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Send letter to President Broad, members of the BOG, the chancellors of the public institutions, and President Williams, president of the NCICU, private institutions and President Lancaster soliciting their support of the recommendation. The letter should include copies of the report. Copies of the letter and/or a separate letter should go to the deans/directors of teacher education.	June Atkinson, State Superintendent  <b>Division Directors</b>	Being Implemented		A letter is being drafted for this purpose.  <b>IHEs &amp; Raising Achievement and Closing Gaps Section are forming a partnership</b>
2. Identify best practices in processes/procedures currently being used by institutions and disseminate these.	Kathy Sullivan, Division of Human Resource Management	Being Implemented	As part of the program approval process both NCATE and State reviewers focus on how institutions ensure a diverse faculty.	Institutions will be asked to identify practices, process, and procedures being used and best practices will be disseminated in the spring.

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**Recommendation #9:** That the state demonstrate seriousness about resolving the shortage of qualified classroom teachers in North Carolina who are prepared to be successful with diverse populations. Design and implement a specific preparation delivery system that provides monetary incentives then identifies high school and community college graduates who want to teach; preparing, graduating, and placing them in high need schools and teaching areas.

**Status:** The Education Cabinet will be developing a comprehensive, statewide plan to address the shortage of qualified classroom teachers in North Carolina. Work on this plan has already begun.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Work with the Education Cabinet to develop the comprehensive, statewide plan.	• Janice Davis, Deputy State Superintendent	Being Implemented		The Education Cabinet will be developing a plan.
2. Convene focus groups of high school and university students, teachers, and other stakeholders to solicit input on how to recruit students who want to teach, by preparing, graduating, and placing them in high need schools and teaching areas.	Kathy Sullivan, Division of Human Resource Management  Division Directors	Not Yet Implemented	As part of the IHE Performance Report institutions report on their efforts to recruit candidates into the profession and on their specific efforts to target minority candidates.  Data on minority candidate enrollment in teacher education programs is included as part of the IHE Performance Report. This will provide information on the effectiveness of strategies for recruiting minority candidates into programs.	The Division of Human Resource Management will work with the regional teacher recruiters to convene focus groups.  Input/recommendations on this topic will be solicited from teachers at the Distinguished Teacher Forum V to be held in April 2004.
3. Explore the possibilities of implementing middle school programs that encourage teaching as a career and a cooperative work program for high school students interested in a career in teaching. Coordinate with the Teacher Cadet program.	Division Directors  Kathy Sullivan, Division of Human Resource Management NC Middle School Association NC High School Network	Not Yet Implemented	<b>-Status unchanged</b>	<b>New Middle Grades Division to work with NC Middle Schools Association in Accomplishing this goal.</b>

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**Recommendation #10:** That the State Board adopt a closing the gap component to the accountability system that sets a universal standard and sets measures and incentives at the school district level. More specifically, the Commission recommends that the State Board explores setting a “universal standard” by which to measure the performance of racial/ethnic populations, and socioeconomic groups. This is accomplished by setting a goal and a timeframe for meeting that goal. For example, the one standard studied by the Commission is for 95% of all ethnic/racial and socioeconomic groups to reach grade level proficiency by the year 2010.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Submit report to the SBE for approval.	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	Completed	AYP analyses were included in the annual 2002-03 ABCs report to the SBE.	N/A
2. Report sent to Joint Legislative Education Oversight Committee (JLEOC).	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	Completed	<ul style="list-style-type: none"> <li>▪ The initial report on revising the ABCs to incorporate a closing the gap component (the ABCs pilot) was submitted in January 2002.</li> <li>▪ The report on the implementation of the ABCs for 2002-03 is scheduled for fall 2003.</li> </ul>	N/A
3. Meet with groups within DPI, NC Commission on Raising Achievement and Closing Gaps, and various advisory groups for input on model development.	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	Completed	<ul style="list-style-type: none"> <li>▪ There was a series of Commission meetings in 2002.</li> <li>▪ A symposium was held at the 2003 Accountability Conference.</li> </ul>	N/A

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
4. Gather research from consortiums within the state and states that have successfully implemented a closing the gap component in their accountability model.	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed (sub-committee chaired by Ann McColl – looked at models and modeling	<ul style="list-style-type: none"> <li>▪ Peer reviews – March 7</li> <li>▪ USED preliminary approval – April 25</li> <li>▪ SBE approved – June 2002</li> </ul>	
5. Hold a panel discussion on “closing the gap” at the 2002 Accountability Conference.	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed February 2002		
6. Provide information on model development of the NC Education Research Council of the Education Cabinet	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed  Presentation in Spring 2002 Recommendations taken into account		

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
7. Hold follow-up meetings with groups identified at the January 2002 meeting.	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	Completed	N/A	N/A
8. Utilize information presented by the NC Education Research Council of the Education Cabinet to the JLEOC on its review of findings and reports to close the achievement gap.	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	Completed	The NCERC report was reviewed and findings were cited.	N/A
9. Present an overview of the model at the 2002 Improving Minority and At-Risk Student Achievement Conference for feedback.	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	Not completed	<ul style="list-style-type: none"> <li>▪ The pilot was discontinued, so no presentation occurred at the 2002 conference.</li> <li>▪ The AYP component was approved as a closing the gap measure in June 2002</li> </ul>	N/A
10. Meet with DPI and consortium groups to finalize the model.	Bob Bellamy, Accountability and Technology  Lou Fabrizio, Division of Accountability Services	N/A	N/A	N/A

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
11. Submit draft of including the closing the gap component in the state's accountability model to the SBE.	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed – June 2002	<ul style="list-style-type: none"> <li>▪ Recommendation was submitted to SBE in June 2002</li> <li>▪ The SBE approved the AYP model as the closing the gap component in June 2002</li> </ul>	N/A
12. Request SBE approve model for including a closing the gap component in the state's accountability program.	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed – June 2002	The report to the JLEOC was submitted in October 2002	N/A
13. Report to the JLEOC (by SBE) regarding the model for including a closing the gap component starting with the 2002-2003.	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed – October 2002		N/A
14. Implement the closing the gap component is statewide for 2002-2003.	Bob Bellamy, Accountability and Technology Lou Fabrizio, Division of Accountability Services	Completed	2002-03 ABCs report, including results from the AYP analyses, was submitted and approved in September 2003	N/A

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>15. Analyze subgroup performance on end-of-grade and end-of-course tests to assist policymakers in gauging the progress and status of minority achievement in North Carolina's public schools, and to measure the effectiveness of the model. Monitor the performance of academically/intellectually gifted subgroup to ensure the progress of all students enrolled in higher level courses.</p>	<p>Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services  Gongshu Zhang, Curriculum and School Reform Services</p>	<p>Completed  Ongoing on an annual basis</p>	<p>Analysis based on state testing data from 1997 – 2003 for all subgroups completed.  To access the subgroup analysis for state testing date, 1997-2003, please click on <a href="http://www.ncpublicschools.org/schoolimprovement/closingthegap/downloads/subgroup97-03.pdf">http://www.ncpublicschools.org/schoolimprovement/closingthegap/downloads/subgroup97-03.pdf</a></p>	
<p>16. Report findings of the analysis to the SBE.</p>	<p>Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services</p>	<p>Completed</p>	<p>Findings submitted as part of the status report.</p>	
<p>17. SBE reports to the JLEOC in regard to the progress made during the first year of implementing the 'closing the gap' component in the state's accountability model.</p>	<p>Elsie C. Leak, Associate State Superintendent for Curriculum and School Reform Services  Gongshu Zhang, Curriculum and School Reform Services</p>		<p>Report of data analysis and findings will be submitted to the JLEOC subsequent to the presentation to SBE</p>	

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**Recommendation #11:** That a study be commissioned by the state to examine and profile the history of organized education for American Indians and African Americans in North Carolina. A document should be generated that factually tracks the formal academic training of these two cultures from the onset of public schooling to present practice. Specific attention should be given to the state’s assumption of responsibility for educating these two groups within the public schooling system. The results from this study will hopefully contribute to what should become a broader effort to build a credible body of knowledge about minority cultures that can be used to prepare professionals, especially teachers, to more comfortably exchange or interact across ethnic/cultural lines in the classroom and beyond.

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>1. Conduct a search and review of the literature in order to identify a cadre of scholars conducting research on minority educational issues. The focus of this review will be to identify scholars with expertise in four specific areas related to the education of African American and Native American populations in the United States. These are</p> <ul style="list-style-type: none"> <li>• The Political Context</li> <li>• The Social Context</li> <li>• The Historical Context</li> <li>• The Cultural Context</li> </ul> <p>The review will identify scholars with expertise regarding educational matters in the southern United States and specifically those conducting research-using populations from North Carolina.</p>	<p>Harriett Sparlin, Educational Resources Evaluation</p> <p>Shirley Staten, Raising Achievement and Closing Gaps Section</p> <p><b>Division Directors</b></p>	<p>Completed and implemented</p>	<p>Review of the literature was conducted through collaboration of various sections within DPI. Several of the scholars identified through the review served as presenters for the 2003 Raising Minority and At-Risk Student Achievement Conference.</p>	<p>Continue to work with identified scholars as needed.</p> <p><b>Raising Achievement and Closing Gaps Section to assume primary responsibility for this action</b></p>

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Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>2. Develop a bibliography of previous research addressing the education of African American and Native American populations in North Carolina. The bibliography will use a web-based format and made available to the public.</p>	<p>Harriett Sparlin, Educational Resources Evaluation</p> <p>Shirley Staten, Raising Achievement and Closing Gaps Section</p> <p>Marvin Pittman, Director of Middle Grades Education</p> <p>Commission on Raising Achievement and Closing Gaps Robert Bridges (Advisor)</p>	<p>Completed and implemented</p>	<p>Bibliography has been developed and posted in the Closing the Gap area of the DPI website. This provides a resource that is readily available to researchers and the published regarding the education of African American and Native American populations in North Carolina.</p>	<p>Continue to review the bibliography and update as needed.</p>
<p>3. Identify and contract with scholars having specific expertise in African American and Native American educational issues to advise the Department of Public Instruction on the scope and development of the research project.</p>	<p>Marvin Pittman, Director of Middles Grades Education</p> <p>Shirley Staten, Raising Achievement and Closing Gaps Section</p> <p>Commission on Raising Achievement and Closing Gaps, Robert Bridges (Advisor)</p>	<p>In progress</p>	<p>Cadre of scholars has been identified and several have provided services to the Department of Public Instruction.</p>	<p>Identify source of funding to support the contract. (<b>Middle Grades Education Director to work with finance area to find funds</b>)</p>

## STATUS REPORT

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
<p>4. Convene a nine-member committee to plan and develop the research project. The committee should consist of personnel from the Department of Public Instruction, constituent institutions of the University of North Carolina, professional teacher and administrator organizations, Public School Forum, North Carolina Research Council, representatives of the North Carolina General Assembly and other stakeholders. Research should include</p> <ul style="list-style-type: none"> <li>• the nature, scope specifications of the research outcomes to be derived from the research</li> <li>• outcomes to be derived from the research.</li> </ul>	<p>Marvin Pittman, Director of Middle Grades Education</p> <p>Amin Muhammed</p> <p>Shirley Staten, Raising Achievement and Closing Gaps Section</p> <p>Elsie C. Leak, Associate State Superintendent, Curriculum and School Reform Services</p> <p>Commission on Raising Achievement and Closing Gaps, Robert Bridges (Advisor)</p>	<p>Partially completed</p>	<p>Preliminary analysis of the scope of the research project is underway and developed in conjunction with the HMCU Consortium. Research is to be modeled based on the work of James Anderson "Education of Blacks in the South", 1988 and E. Vanessa Siddle-Walker, "Their Greatest Potential: the Caswell County Training School", 1993.</p>	<p>Convene meeting of the planning group to review and discuss proposed plan of research by January 30, 2004.</p> <p><b>Chief of Raising Achievement and Closing Gaps to develop and implement plan for research</b></p>
<p>5. Develop a Requests for Proposals and develop a contract with three scholars/researchers from the constituent institutions of the University of North Carolina to conduct the research based on specifications developed by the committee</p>	<p>Elsie C. Leak, Associate State Superintendent, Curriculum and School Reform Services</p> <p>Marvin Pittman, Director of Middle Grades Education</p> <p>Shirley Staten, Raising Achievement Closing Gaps Section</p> <p>Commission on Raising Achievement and Closing Gaps, Robert Bridges (Advisor)</p>	<p>Incomplete</p>		<p>Identify source of funding to conduct the research. Bill seeking funding from the General Assembly and submitted by the HMUC Consortium was not approved during the 2003 session.</p> <p><b>Director of Middle Grades Education to continue quest for funding from Finance Area</b></p>

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**Recommendation #12:** Conduct formal studies of best practices in the education of major racial/ethnic groups, in particular Hispanic/Latino and Asian students, including research from countries of origin. Most teaching practices in North Carolina classrooms do not reflect knowledge of cultural, social, and learning factors represented by the full range of the racial and ethnic composition of the students being taught. As with the recommendation to document the history and educational practices of African American and American Indian students, the purpose of these studies is “to build a credible body of knowledge about minority cultures that can be used to prepare educators, especially teachers, to more comfortably exchange or interact across ethnic/cultural lines in the classroom and beyond.”

Action(s)	Person(s) Responsible	Goal Status	Strategies Implemented and Completed	Strategies to be implemented
1. Conduct a search and review of the literature to identify a cadre of scholars conducting research on minority educational issues especially those relevant to Hispanic/Latino population.	Shirley Staten, Section Chief, Raising Achievement and Closing Gaps	In progress		
2. Create a document for educators with information addressing historical, best practices and other issues specific to Hispanic/Latino students.	Shirley Staten, Section Chief, Raising Achievement and Closing Gaps	In progress		The RACG section has completed preliminary research and will continue to develop the document. The projected completion date is December 2005.
3. Convene a RACG Hispanic/Latino Community and Educational Leaders Committee to identify and address educational issues of Hispanic/Latino students.	Marvin Pittman, Director of Middle Grades Education  Shirley Staten, Section Chief, Raising Achievement and Closing Gaps	On-going	This committee has been meeting since October of 2004.	The committee has identified initial steps to be taken in the fall of 2005 to develop an action plan.
4. DPI staff (esp. RACG section) will participate in staff development which specifically addresses Hispanic/Latino issues.	Marvin Pittman, Director of Middle Grades Education  Shirley Staten, Section Chief, Raising Achievement and Closing Gaps	On-going	Approximately half of the RACG section consultants have received Conexiones training.	The remainder of the staff will receive training in August 2005.
5. RACG section will collaborate and provide support for the Dialogo-Conexion (An initiative of the Latin American Resources Center, LARC) initiative.	Aura-Comacho Maas, LARC Shirley Staten, Section Chief, Raising Achievement and Closing Gaps Section	Completed		