

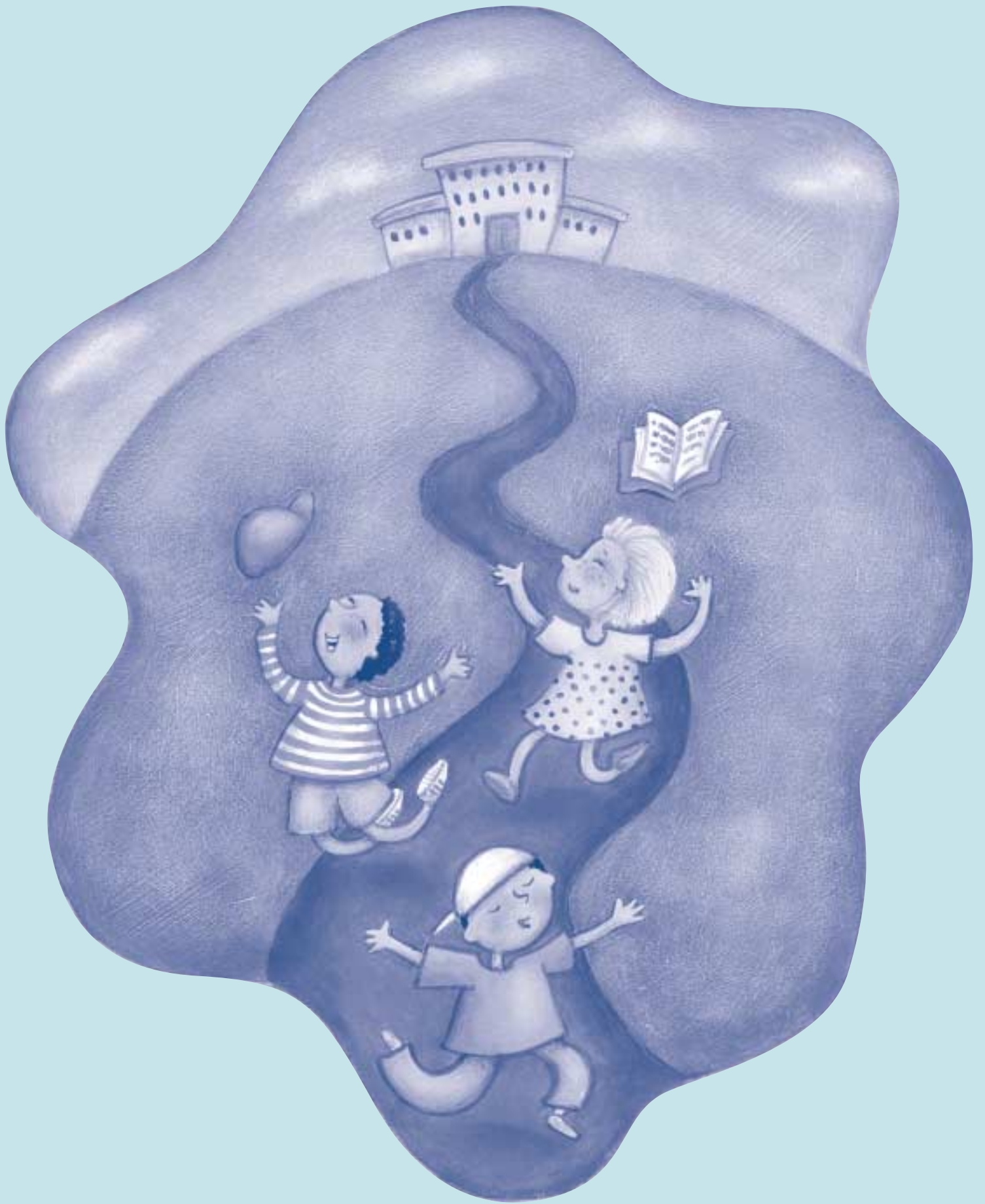


1998-2000 BIENNIAL REPORT

REACHING FOR THE GOAL

FIRST IN AMERICA





2010 FIRST IN AMERICA

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A MESSAGE FROM



PHILLIP J. KIRK, JR.,
Chairman,
State Board of Education

North Carolina's public schools are getting better every day: student achievement is improving, teachers are better prepared, and businesses and communities are increasing support and involvement in our schools. We are on the right track to school improvement and are indeed making remarkable progress on national and state measures. Increasingly, groups and individuals who track education progress are holding North Carolina up as a model for other states. I'd like to share with you just a few of the accolades we've recently received:

- The *1999 National Education Summit* cited North Carolina as one of two pace-setter states in the public school standards and accountability movement. North Carolina's efforts were featured at the summit, and our state's business and education leaders followed the national summit with a similar state summit.
- North Carolina received the *1999 National Alliance of Business' Distinguished Performance Award for State of the Year* for creating an education and workforce development system that ensures that students and workers are ready for the 21st Century. Clearly, North Carolina boasts the top school-business partnerships in the nation. When presenting the award, National Alliance of Business President Roberts Jones said, "North Carolina's schools have made more progress in more areas than any other state - early childhood development, teacher salaries and standards, school safety, and student accountability."
- North Carolina earned a "B" and was named a top-performing state for the percentage of high school students taking the advanced courses they need to succeed in college according to *Measuring Up 2000*, a report released by the National Center for Public Policy and Higher Education. The report gave the state a "B+" in Completion because a very high percentage of North Carolina's freshmen attending four-year colleges and universities return for their sophomore year. In addition, a high proportion of first-time, full-time college students receive a bachelor's degree within four years of enrolling.
- *Teacher Magazine*, in the March 2000 edition, recognized North Carolina as one of four states "moving the fastest and doing the most" to improve teacher quality. The nearly 90,000 teachers in North Carolina classrooms are among the best anywhere, and thanks to the North Carolina legislature's recent passage of the fourth year of the Excellent Schools Act, public schools are better positioned to attract and retain top-notch teachers.
- North Carolina continues to lead the nation in the number of National Board Certified teachers, with 1,115 public school teachers earning this distinction in 1999-2000. Twenty-five percent - or 2,377 - of the nation's total National Board Certified teachers teach in our public schools.

In order for our children to achieve the American dream, they must graduate with skills that enable them to compete and succeed in today's increasingly complex world. Over the past two years, we have seen significant progress in student performance in our state. Our new Student Accountability Standards policy, adopted April 1, 1999, will help to ensure that every student is prepared for success at every grade level. Over the next biennium, we propose funding initiatives to continue that progress, to challenge all students to achieve higher levels of performance and to close the gaps in performance between groups of students.

Our public schools are poised and moving to be First in America in education by 2010.

Phillip J. Kirk, Jr.



DR. MICHAEL E. WARD
State Superintendent,
Department of Public Instruction

I believe we have the components in place to have the best schools in the nation by 2010. The Legislature, Governor, State Board of Education, and educators across the state are united in our efforts to help every child achieve at high levels. While this may seem like a daunting task, North Carolina has numerous educational initiatives in place to make this challenge a reality.

The Statewide Student Accountability Standards mark the first time that North Carolina has set state promotion standards. In North Carolina, we want all children to move forward, not because they are the right age or right size, but because they have the right skills to be successful and confident in the grade ahead. The Student Accountability Standards policy includes specific standards for promotion from grades 3, 5, 8 and high school graduation, with the standards for fifth grade going in to effect this year, 2000-01. These standards are a way to ensure that every child is prepared to be successful at the next grade level, and to identify and help students who need intervention to meet the standards for success at the next grade level.

The graduating class of 2001 will be the first class required to achieve a passing score on a computer skills test. Next year, the 2001-02 school year, standards for grades 3 and 8 will go into effect, and future graduates will be required to pass an exit exam of essential skills. This exam will measure what students learn in grades seven through 11, and will not be based on the recall of facts, but on how well students can apply and use the skills and information they have learned during the course of their education. Adoption of these clear and measurable standards will ensure that we produce graduates who can succeed in continuing education programs and compete successfully in today's workplace.

In North Carolina we want all students to succeed and that's why closing the achievement gap that exists between groups of students is a top priority for the State Board of Education and the North Carolina Department of Public Instruction. All children, regardless of race, gender, or ethnicity, have a fundamental right to reach proficiency in reading, writing, and mathematics. I encourage each of you to

visit NC DPI's new "Closing the Gap" Web page. Go to <http://www.ncpublicschools.org> and click on Education Initiatives, then Closing the Gap to become a part of our email group.

Recruiting and retaining quality teachers and administrators is a challenge for any school system today and North Carolina is much better positioned to do so thanks to the state legislature's recent passage of the fourth year of the Excellent Schools Act. Competitive pay is essential to maintaining the quality of our educators who need to be justly compensated for the demands we place on them. The importance of quality teachers in the classroom will continue to increase with the implementation of Student Accountability Standards.

The ABCs Plus: North Carolina's Strategic Plan for Excellent Schools, will allow our state to achieve its ambitious goal. As outlined in the plan, the Strategic Priorities are:

- High Student Performance
- Safe, Orderly, and Caring Schools
- Quality Teachers, Administrators, and Staff
- Strong Family, Community, and Business Support
- Effective and Efficient Operations

In this 1998-2000 Biennial Report, we will explore the steps that North Carolina is taking to achieve each of these priorities. The newest priority, Strong Family, Community and Business Support, was adopted in December 1999 and calls on everyone in North Carolina - parents, civic groups, faith communities, large corporations and small businesses alike - to combine energies and talents to make our schools the best in the nation by 2010. With the help of each and every one of you, I know we can achieve that goal.

REACHING FOR THE GOAL



More Good News for North Carolina Schools

- The National Education Goals Panel identified North Carolina as the state showing the most significant improvement during the 1990s. North Carolina increased its performance on 14 measures.
- In the first-ever release by the National Assessment of Educational Progress (NAEP) of state-level writing scores, North Carolina's eighth graders' average scale score surpassed the national average by two points and the southeast average by seven points on the 1998 National Writing Assessment.
- North Carolina's SAT scores have gone up more than any other state in the last 10 years - up 43 points. In North Carolina, 61 percent of our students take the SAT - one of the largest percentages in the nation.
- During the 1999-2000 ABCs of Public Education, there were 2,115 K-12 public schools participating. Of those schools, 45.3 percent made exemplary growth/gain; 24.3 percent made expected growth/gain; 28.2 percent received no recognition; and 2.1 percent were identified as low-performing. Overall, 69.6 percent met either expected or exemplary growth/gain standards. The number of K-8 students considered proficient in reading and mathematics increased to 69.8 percent, up 9.8 percent from 1996-97 when the ABCs program was implemented.
- North Carolina's inaugural First in America 2000 Progress Report, released on Dec. 6, 2000, was rich with information about our public schools' progress and challenges for improvement. The report, which was commissioned by the Governor and carried through by members of the Education Cabinet (made up of the leaders of K-16 education in our state), included letter grades for each of the five goals that the Cabinet believes will help our schools become First in America. North Carolina received a "C" for the goal of high student performance; a "B-" for the goal of having every child ready to learn; a "C+" for the goal of safe, orderly and caring schools; a "B-" for the goal of quality teachers, administrators and staff; and a "B-" for the goal of strong family, business and community support. North Carolina is believed to be the first state to compile such a comprehensive report and release it to the public.

NORTH CAROLINA'S STRATEGIC PLAN FOR EXCELLENT SCHOOLS

Mission: North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

North Carolina State Board of Education, April 10, 1996

STRATEGIC PRIORITY	STRATEGIC GOALS
High Student Performance	1.1 Every child ready for school. 1.2 Rigorous and relevant academic standards and assessment systems for every student. 1.3 Every student masters essential knowledge and skills. 1.4 Every student graduates from high school. 1.5 Every student a life long learner and ready for work.
Safe, Orderly, and Caring Schools	2.1 Learning environments inviting and supportive of high student performance. 2.2 Schools free of controlled and illegal substances and all harmful behavior. 2.3 Mutual respect of students, teachers, administrators, and parents. 2.4 Adequate, safe education facilities that support high student performance.
Quality Teachers, Administrators, and Staff	3.1 Professional preparation aligned with state priorities. 3.2 A system to develop, train, and license a BK professional staff for all public schools. 3.3 A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff. 3.4 A system to ensure high performance of teachers, administrators, and staff. 3.5 A system of continuous learning and professional development to support high performance of all employees. 3.6 High ethical and professional standards for all employees.
Strong Family, Community, and Business Support	4.1 State education priorities responsive to the needs of the family, community, and business leaders. 4.2 A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes: <ul style="list-style-type: none"> • meaningful involvement in schools; • interagency collaboration for health, nutrition, and social services • state and local partnerships. 4.3 A system to build the capacity of local school districts to create, respond to, and sustain meaningful partnerships.
Effective and Efficient Operations	5.1 Components of the education system aligned to achieve high performance. 5.2 Decision making authority and control at the most appropriate level closest to the classroom. 5.3 Information and accountability systems capable of reporting strategic and operational results. 5.4 A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement.

Note: Applications of technology and information management systems will be integral to strategies undertaken in support of the strategic goals.

STRATEGIC PRIORITY 1

HIGH STUDENT PERFORMANCE

The new Student Accountability Standards are a natural evolution of the ABCs of Public Education, North Carolina's school improvement program implemented in 1996-97. While the ABCs of Public Education shifted accountability from the district level to the individual school level, the new Student Accountability Standards extend accountability to the student and parent level. Just as the ABCs program provides help to schools that need it, the new student standards leverage help for students who need intervention and assistance to perform at grade level.

On April 1, 1999, the State Board of Education unanimously approved the Student Accountability Standards policy which set clear measurable standards for student promotion, called Gateways, at grades 3, 5, 8 and 12 (high school graduation). For the first time, North Carolina students have clear performance expectations with a policy that sets statewide student accountability standards for elementary, middle and high school students. The long-term goal for North Carolina's Student Accountability Standards is for every student to be prepared for success at every grade level. The first Gateway went into effect the 2000-01 school year for fifth graders.

In order to be promoted to sixth grade, students must have met local promotion requirements, demonstrated grade-level proficiency by scoring at Achievement Level III or above on state end-of-grade tests in reading and mathematics, and demonstrated adequate progress in writing by scoring at or above proficiency level 2.5 on the grade 4 writing assessment. Students who do not reach this score are given intervention to develop their writing skills.

Early intervention is a key component of the Student Accountability Standards. Most school districts have already implemented intervention strategies to help struggling students, and these strategies are crucial to assuring that students keep pace with their peers. Intervention strategies can range from before and/or after school programs, summer school, Saturday school, extended school year, inter-session classes, individual tutoring and other ways to give students more time on task. For students who do not meet the new standards, there are safeguards in place to ensure that they were not simply having a bad test day. There is a review process for cases where the tests may not adequately reflect a student's true knowledge or academic accomplishments.

Next year, the 2001-02 school year, third and eighth grade students will become a part of the standards when Gateways 1 and 3 go into effect. High school graduation, Gateway 4, will go into effect the following year, with the Class of 2003 becoming the first graduating class required to pass the new High School Exit Exam of essential skills. Students who entered grades 10 and 11 in the 1999-2000 school year are required to achieve a passing score on the Computer Skills test before graduating. In previous years, North Carolina has enforced high school graduation requirements, but not specific requirements for promotion in earlier grades.

High student performance must include all students for North Carolina's schools to become First in America. Beginning in 1999, the NC General Assembly appropriated funds to school systems specifically to help provide the resources needed to move all students to grade-level standards. In August 2000, a newly formed Advisory Commission on Raising Standards and Closing Gaps met for the first time to help our state find ways to close the achievement gap between groups of students and challenge all students to reach higher standards. North Carolina is working to close the gap by requiring local school systems to develop annual plans for closing gaps, increasing funding, developing resource centers and pilot programs, encouraging community/school collaboration, and implementing other initiatives to ensure that the achievement gap closes. By closing the gap that exists between groups of students, we will benefit every student by raising the level of educational proficiency for entire classes and schools.



Helping Students Reach High Standards: Guilford County's S.T.E.P. Program

Instead of waiting until next summer, when each Guilford County School will have the opportunity to develop its own summer school program, Principal Pandora Bell asked if Jesse Wharton Elementary School could get a head start and model its own program. The result was S.T.E.P. (Summer Time Enrichment Program), a initiative which proved to be an innovative and incredibly effective program for rising third, fourth and fifth graders needing an academic boost.

Bell solicited input from her staff by asking two central questions:

1. What would it take to create a successful summer school program; and,
2. How could teachers help children learn more effectively?

The program was structured so that "30 percent of our time was devoted to acceleration, 30 percent to remediation and 30 percent to fun," Bell said. Computer, physical education and music classes were taught to support the concepts being taught in reading, writing and math.

Bell began by recruiting staff members who wanted to participate in S.T.E.P. She then asked third, fourth and fifth grade-level chairs to determine where Level I and Level II students had the greatest difficulty in math, reading and writing. The staff then listed and prioritized a few essential questions for each of these areas in order to provide acceleration.

Class sizes were kept low (1:12) to provide students with more individualized attention, and the traditional summer school schedule was altered to allow for more planning and assessment time. The four-day week consisted of slightly longer school days on Tuesday, Wednesday, and Thursday (8 a.m. to 2 p.m., with breakfast and lunch provided) with Mondays reserved for three-hour teacher planning sessions. "It was very important for staff to have time to review their students' post assessments and determine what concepts the children were learning and which were proving to be stumbling blocks," said Bell.



photo credit: Jesse Wharton Elementary School

Lindsey Nail (l) uses counters to assist Loreal Sewell with a math activity.

Bell believes the program's success is due to high expectations and strong accountability, both of which were outlined in a contract signed by teachers, students and parents. "We expected our students to do well and for their parents to support them," Bell said. "Our Instructional Management System provided us with immediate feedback on our students' progress, which really helped the teachers individualize their student's instruction. All agree, it was an incredibly successful program."

STRATEGIC PRIORITY 2

SAFE, ORDERLY, AND CARING SCHOOLS

On Thursday, April 20, 2000, at the request of State Superintendent Mike Ward, every public school in the state observed a moment of silence at 8:30 a.m. in memory of the Columbine tragedy and to renew the commitment to safe schools in North Carolina. Although North Carolina schools have an excellent safety record, schools paused to remember the violence of the Colorado school shooting as a reminder that safety requires constant vigilance.

The sixth annual Statewide Report on School Violence (1998-99) showed that far less than 1 percent of North Carolina students were involved in any reported act of school violence. During 1998-99, statistically significant decreases were seen in several categories: possession of a controlled substance (down 9 percent); possession of a firearm (down 10 percent); robbery without a dangerous weapon (declined 34 percent); and sexual offenses (down 7 percent). There were reported increases in some categories: possession of a weapon other than a firearm (increased 7 percent); assault resulting in a serious injury (up 13 percent); sexual assault reports (up 16 percent); and assault with a weapon (increased by 16 percent). Since 1993-94, the rate of school violence has dropped 21 percent and the number of guns brought to school is down 68 percent.

Even though our schools typically are very safe, nothing should be taken for granted and the State Board and DPI have instigated several safe school initiatives to reduce school violence including Safe Schools Plans, Safe Schools Teams, and Safe Schools consultants. Each public school is required to have a Safe Schools Plan which addresses how to prevent and/or intervene at early signs of disruption,

crime and violence. North Carolina has two Safe Schools Teams (Eastern and Western) that work with local schools to assess their Safe Schools Plans, and to help teachers and administrators identify and help students at risk for unsafe behaviors. The teams provide ongoing technical assistance to the local schools to develop, implement and evaluate their Safe Schools Plans.

DPI also has Safe Schools consultants, located in the Alternative and Safe School Section in the Division of School Improvement. These consultants provide advice and assistance to schools seeking ways to reduce the risk of violence.

The Super Safe School Award, a voluntary program, was established by the Department of Public Instruction's School Improvement division to recognize public schools that make an extra effort to ensure the safety of students and staff. The Super Safe School Program reinforces the Board's Strategic Priority to provide Safe, Orderly and Caring Schools. High student performance is difficult to achieve if our schools do not provide a learning environment that is inviting and supportive.

This program provides an excellent way to recognize those schools that are striving hard to provide the optimum conditions for students and staff to learn and work. On May 30, 2000, 13 North Carolina schools were recognized as Super Safe Schools in a ceremony in the Education Building in Raleigh. To receive recognition as a Triple "S" School, each school was required to submit a portfolio documenting the safety measures they had enacted and on-site visits were conducted for observation and evaluation.

Other initiatives to reduce school violence:

School Resource Officers (SROs): Approximately 600 trained law enforcement professionals work in the public schools to provide security and to counsel students, teachers, and principals on safe school issues.

Tougher Weapon Laws: The Juvenile Justice Reform Act of 1998 changed the way juveniles are sentenced, setting uniform guidelines and standards making punishments tougher, more effective and more consistent.

Student Organizations: S.A.V.E. (Students Against Violence Everywhere) provides students with a positive, active way to combat school violence. There are now close to 400 chapters in North Carolina with almost 37,000 members. The Pinkerton Services Group has developed a violence

prevention program for students called W.A.V.E. (Working Against Violence Everywhere), which combines a Web site (<http://www.waveamerica.net>), a toll-free student tip line, and an awareness campaign for parents and students to learn how to prevent school violence.

Task Force: In April 1999, Governor Hunt developed the Task Force on Youth Violence and School Safety to examine school violence issues and develop recommendations for the coming year.

Legislation: In 1999, Acts of School Violence strengthened the laws related to students who make bomb threats or other threats of violence against schools or school-related activities.

Vandora Springs Elementary: A Super Safe School

At Vandora Springs Elementary School, safety is first and foremost on the mind of Principal David Schwenker. Under Schwenker's leadership, the Garner school has taken numerous steps to create a safe learning and teaching environment. This year Vandora Springs was one of 13 North Carolina schools, and the only school in Wake County, to be awarded the Triple "S" School Award, the honor established by the NC Department of Public Instruction's School Improvement Division to recognize schools that go above and beyond in their efforts to ensure safety of students and staff.

Principal Schwenker has stressed character education as a means of cutting down discipline problems, and also as a way to stimulate academic achievement. Now in his third year at Vandora Springs, Schwenker starts every day with character education in the morning announcements. He writes about a character trait in his monthly memo to parents, and his school even has a character education song. Most importantly, he collaborated with teachers and parents to establish a character education discipline plan. And the results are dramatic.

"When we look at office referrals for discipline problems we have seen a decrease each year," said Schwenker. In the first year of the plan, school staff had over 500 referrals. At the end of the third year staff had less than 200 referrals. When Schwenker came to the school three years ago, it was the lowest performing school in Wake County with only 59 percent of the students at or above grade level. Last year Vandora Springs was a School of Distinction with 82 percent of students at or above grade level. "From an administrative perspective, they go hand-in-hand," Schwenker said. "When safety is no longer an issue, children feel free to do their best work."

A big piece of the process in becoming a safer school is to collect data, Schwenker said. "We surveyed our parents to get their perceptions about what the safety concerns were." He also talked to teachers to find out what they perceived as their biggest obstacles in creating the ideal learning environment. Working together with teachers and parents, Schwenker formulated the discipline plan that all parties endorse. "Our rules are pretty straight and simple," explains Schwenker. "The first time a child gets sent to the office, it's a phone call home. The second time, we're going to send the student home. We need the parents' support. Sometimes the only way to get it is by sending their children home."

Schwenker said the real reason the school received the award was because everyone had worked together to create a safe environment. "It's a place where people want to go and want to participate and join in. We stress that the children are responsible for themselves, and that they are responsible for each other."



Brett Adams
Grade 5

Perseverance



Julie-Kate Cooper
Grade 5

Responsibility

At Vandora Springs, character education is an important part of the school and serves as the basis for the school's discipline plan. Students use artwork to reinforce this important message.

STRATEGIC PRIORITY 3

QUALITY TEACHERS, ADMINISTRATORS, AND STAFF

Recruiting and retaining quality teachers remains a challenge for North Carolina's public schools. For the more than 80,000 teachers in North Carolina classrooms, demands accelerated with the 1996-97 ABCs of Public Education, the state's school-by-school accountability program. The importance of quality teachers in the classroom will take on even more importance as schools implement the statewide Student Accountability Standards with the fifth grade class of 2000-01.

Thanks to the NC General Assembly's funding of the fourth and final year of the Excellent Schools Act (ESA), North Carolina can boast that teacher pay is now approximately at the national average. The average 6.5 percent pay increase in 2000 boosted North Carolina's average teacher salary to \$41,769. As of April 2000, just prior to the salary increase, our average teacher pay was \$39,220. Under the ESA, there are additional opportunities for teachers to increase their paychecks including advanced degrees, National Board Certification and mentoring. The ESA has made our schools more competitive with the private sector and with other states.

The Excellent Schools Act was proposed by Gov. Jim Hunt and approved by the legislature in 1997 to attract and retain nationally competitive teachers. The Act not only provides for competitive wages, it also raises teacher standards by increasing accountability, providing two years of paid mentoring for new teachers, strengthening evaluations, and streamlining the process to terminate poor teachers.

Teachers pursuing National Board Certification receive a number of benefits provided by the ESA. The state pays each candidate's \$2,000 assessment fee, provides up to three days of release time for candidates to work on their portfolios and prepare for the assessment center exercises, and gives an annual 12 percent pay increase to those who achieve certification. As a result of these and other incentives, North Carolina continues to lead the nation in the number of National Board Certified teachers with 2,377. The next closest state is Florida with 1,267 national certified teachers.

It says a lot about our state and the commitment of our teachers to quality education when 25 percent of the country's National Board Certified teachers teach in our public school classrooms.

Thanks to the commitment of state leaders, we will be able to better position ourselves to attract and retain quality teachers and administrators who will lead the charge to reach the goal of First in America.

Committee to Study Teacher Quality

A "crisis in the supply of qualified teachers and administrators" threatens North Carolina's continued progress in education, according to an Ad Hoc committee formed in May 2000 to study teacher quality issues in North Carolina. This committee, appointed by the State Board of Education, generated a series of recommendations around the following seven themes: salary and benefits, working conditions, licensure, recruitment, preparation, support for beginning professionals, and professional development and advancement.

This group has now been established as a Teacher Quality Advisory committee to continue studying ways to improve teacher quality and report on this issue annually to the State Board of Education.

Second Performance Report Released on Teacher Education Programs

Accountability isn't just for public education K-12. In 2000, teacher education programs have begun to be held accountable for the quality of their programs. Two Institution of Higher Education Performance Reports were released in 2000 — a baseline report in April for the 1998-99 school year — and a report in December that included sanctions. The December report was for the 1999-2000 school year.

Four of North Carolina's 47 teacher education programs received an exemplary rating and five received a low-performing rating in the second Performance Report on Teacher Education Programs. Low-performing institutions are required to submit plans to the Department of Public Instruction describing plans to improve their programs.

This report, required by the Excellent Schools Act, represents North Carolina's primary efforts to hold colleges and universities accountable for their role in preparing classroom teachers for their work in the state's schools.

North Carolina is one of only a handful of states that have reporting of this kind at this time.



Teacher Gives the Gift of Life

Jane Smith, a Max Abbott Middle School science teacher, had known Michael Carter, a 15-year-old student, for just a few weeks when she told him to pull up his baggy jeans on the playground. When she learned that Smith wore the baggy pants to conceal his portable dialysis equipment, she made a split-second decision that changed both their lives and inspired millions of people around the world. “He said he was on dialysis and needed a kidney, so I said that I had two, and did he want one?” Smith recounted at a press conference in April. Carter was born with renal dysplasia which stunted one of his kidneys and left the other barely functional. He had been on UNC Hospitals’ kidney transplant list for over a year when Smith made her incredible offer and the operation was successfully completed.

Smith had recently returned from her summer job at Camp Seafarer, a YMCA camp east of New Bern that focuses on the character traits of honesty, caring, respect and responsibility. She had also become involved in an outreach program, Operation Inasmuch, at her church, Snyder Memorial Baptist Church in Fayetteville. “I’d been praying that I’d be open for God to work his plan through me. I felt like there was something else I was supposed to be doing.” Smith confirmed that the decision to donate a kidney was instantaneous, but said it was a decision she made in her heart “as opposed to thinking ‘Aha, this is what God has in mind for me.’ I am very spiritual and Michael is very spiritual; we both felt that we were led to do it.”

Smith has been a teacher for 19 years, most of that time teaching 8th grade. Teaching is something she has wanted to do from the time she played school with her own brothers and sisters. “It’s just always been there,” she said. “Everything I’ve ever done has always involved children: from babysitting, to YMCA afterschool programs, to being a camp counselor.” Smith said she cannot begin to calculate the hours she puts into teaching, noting that “you do it because the children deserve it. Like any truly committed professional, you give your all until you get the job done. It’s just a lifestyle.”

As part of her professional development, Smith took the National Board of Professional Teaching Standards exam two years ago, a process she describes as a “totally consuming event,” and last year finished her master’s degree in Middle Grades Education at Fayetteville State University. That, and the “transplant event,” took up quite a bit of time. Due to



photo credit: Jay Mangum/UNC Hospitals

Jane Smith and Michael Carter read some of the messages included on a prayer chain.

school breaks and teacher workdays, Smith was absent only 15 days from school, nine days for preliminary procedures and six days after the operation for recovery. Although he felt wonderful, Michael had to stay out of school for months because of the risk of infection. He was able to return for the final week of school last year and is doing well in high school this year.

Smith describes last year as a “great character education year,” and says everyone was very supportive. “While the students were very excited for Michael, they did a wonderful job of concentrating on school. There was a real sense of calm about the whole thing,” Smith said. Smith also speaks of the effect her actions had on the entire school. “There was a sense of peace and kindness in the air, there was very little bickering. There was a real atmosphere of support and understanding of differences among each other. It was important for them to see that no matter what we look like on the outside, we are all the same.” Smith has received letters from around the world in support of her act of generosity and kindness. “What touches me most is when people talk about it as an inspiration. My hope is that someone will hear the story and say ‘what can I do to make someone else’s life a little better?’ And here’s the beauty of it: it doesn’t have to be huge to touch a person’s life. It’s just a matter of stopping your life long enough to help someone else.”

On October 17, 2000, Smith was awarded the Cumberland County Teacher of the Year Award, and she firmly believes that the award is her colleagues’ affirmation of her gesture of giving. “What I’ve done is totally symbolic of what teachers do every day,” she commented. “I represent every teacher who gives their best in the classroom so that students will look forward to coming back to school the next day.”

STRATEGIC PRIORITY 4

STRONG FAMILY, COMMUNITY AND BUSINESS SUPPORT

In December 1999, the State Board added Strong Family, Community and Business Support as the fourth of its five Strategic Priorities for excellent schools. The Strategic Goals to achieve this Priority call for "a comprehensive and aligned system of support for the academic success and general well-being of all children that promotes: meaningful involvement in schools; interagency collaboration for health, nutrition, and social services; and a system to build the capacity of local districts to create, respond to, and sustain meaningful partnerships." This priority was based on board members' belief that parents should be involved in their children's education by creating a home environment that encourages learning, expressing high expectations for a child's achievement, and becoming actively involved in a child's education at school and in the community.

Family Support

In April 2000, the State Board of Education adopted *Guidelines for Parental Involvement* in response to a recommendation contained in the Governor's Task Force on School Violence and School Safety Report. The guidelines contain important information on the role of parents in:

- serving on school improvement committees;
- planning Alternative Schools/Alternative Learning Programs;
- maintaining Safe and Orderly Schools; and
- developing and implementing Personalized Education Plans (PEPS) as required in the State Board policy on Student Accountability Standards.

Community and Business Support

North Carolina is a nationally recognized leader in the development of partnerships between public schools and the business community, and was the winner of the 1999 National Alliance of Business' Distinguished Performance Award for State of the Year. North Carolina was cited for creating an education and workforce development system "that ensures that students and workers are ready for the 21st century." In addition, the National Alliance of Business awarded North Carolina three of the five Coalition of the Year awards for the following partnerships: the North Carolina Business Committee for Education, the Public School Forum of North Carolina, and the North Carolina Partnership for Excellence.

Innovation and communication will continue to keep North Carolina at the forefront of this important effort. At the North Carolina Business Summit for Education 2000, some 200 business, education and community leaders spent a day brainstorming strategies in this area.

Combining community resources and the teachers' talents facilitates success for North Carolina students. DPI's NC's BEST Web site showcases several innovative initiatives underway in our state. Visit the NC's BEST Web site for more information, <http://www.ncpublicschools.org/ncbest/>, and click on Business and Community-K/12 Partnerships.

These fresh perspectives and thoughtful approaches, along with the teamwork of educators, families, communities and businesses, will help North Carolina attain the goal of being First in America.

Carolina Poll Finds Strong Public School Support

The Spring 2000 Carolina Poll, conducted by the UNC-Chapel Hill Center for Research in Journalism and Mass Communication, found that over half (52.3 percent) of North Carolinians surveyed said their schools deserve an "A" or "B" grade. Another 26 percent would give the grade of "C." In total, more than three-fourths of those polled (78 percent) would give public schools in their communities a grade of C or higher. This strong support for public schools also is reflected in the 2000 Phi Delta Kappa/Gallup Poll, which found that 70 percent of parents assign the school their oldest child attends an "A" or a "B." In addition, the Carolina Poll found that 62 percent of those polled said efforts should be focused on reforming the existing public school system and only 19 percent advocate an alternative system. Again, these percentages were matched in the national poll with 75 percent of Americans supporting improving and strengthening existing public schools, while only 22 percent opted for vouchers.



V.I.P. (Victory in Partnership) Corporate Volunteers

Forsyth County's award-winning Victory in Partnership program (V.I.P.) has shown that volunteers do indeed make a difference. Not only can they help close the achievement gap between minority and non-minority students, volunteers can help prevent gaps from ever being formed by working with kindergartners. Investing time at the beginning of a student's education is an investment in that student's progress throughout the school experience.

The V.I.P. program won the 2000 United Way of Forsyth County Business and Industry Volunteer Involvement Award, and the 2000 Governor's Award for Outstanding Volunteer Service. Initiated in July 1999 by Addie Hymes, Winston-Salem/Forsyth Schools dropout prevention specialist, and enthusiastically supported by L.M. (Bud) Baker Jr., chairman and CEO of Wachovia Corporation, and the Greater Winston-Salem Chamber of Commerce, the objective of V.I.P. is to improve the performance of targeted kindergarten students so that each tutored child will be ready for first grade work by the end of the school year. Kindergartners are paired with business volunteers who spend an hour each week working with them throughout the school year.

Originally, 11 Equity Plus schools (schools where more than 75 percent of students receive free or reduced price lunch) were slated to participate, but five additional schools were added because volunteer turnout was so great. During the 1999-2000 school year, 675 volunteers from 61 businesses and organizations participated. Wachovia served as a catalyst for corporate involvement and has absorbed the costs for 250 of its employees to participate in the program.

Gov. Jim Hunt visited the Winston-Salem program in June and praised the positive test results and the outstanding participation by the community. Results indicate that over two-thirds of the students tutored in 1999-2000 are on grade level and attained an average growth in cognitive and language development of 18 months.

Camille Simmons, a teacher at participating school Hall-Woodward Elementary, said that "the individual attention volunteers give to the children helps them progress by making them feel like someone other than their parent or teacher is genuinely interested in how well they do. I see kids' eyes light up when their 'special friends' enter the room and they dash to the door to meet them."



photo credit: Wachovia Corporation

Marjy Lambeth (l) a volunteer with Winston-Salem/Forsyth County Schools has found the rewards of mentoring students like Adrienne Hagan immeasurable.

Volunteering has rewards for the tutor, as well. "Seeing my student was a bright spot in every week," said Flora Greenburg, a Wachovia customer service representative in money transfers. "She made me feel like I was making a big difference in her experience at school and I saw real, positive changes in her attitude."

With the support of Bud Baker and Wachovia Corporation, the program has continued for the 2000-01 school year with a focus on kindergarten readiness, and has also expanded to include first grade students who are not on track to meet grade-level proficiency. In addition to large and small businesses, civic and community organizations as well as retiree groups are being targeted for volunteer recruitment. As of October 2000, 84 companies and organizations have committed to participate in the 2000-01 program. "The program is a phenomenal success," said Winston-Salem/Forsyth Superintendent Don Martin, who volunteered for the program last year. V.I.P. proves that positive results occur when everyone in the community pulls together to support the public schools.

STRATEGIC PRIORITY 5

EFFECTIVE AND EFFICIENT OPERATIONS

Access to accurate, organized and well-defined information is a key to effective and efficient operations. To increase efficiency, the North Carolina public schools, in collaboration with the North Carolina Department of Public Instruction, are installing a new student information management system, North Carolina Window of Information on Student Education (NCWISE). It aims to replace the existing Student Information Management System (SIMS) installed over 15 years ago, as well as other management reporting tools. The NCWISE system will cut administrative paperwork burdens and provide more detailed information and enhanced reporting capability. NCWISE will capture and report student services, administration, classroom and instructional management information. By providing up-to-the-minute reporting capabilities and more user-friendly interfaces, the new system will allow the education community to achieve the Strategic Priority of Effective and Efficient Operations.

NCWISE is an integrated, comprehensive software tool comprised of commercial off-the-shelf products. NCWISE was chosen after a thorough selection process based on extensive research, proposals and interviews. NCWISE will be implemented using a team of partners led by PricewaterhouseCoopers. Other partners include Oracle, Unisys, Administrative Assistants Limited, North Carolina

Partnership for Excellence, Forte Systems, and Global Software Consultants. NCWISE will benefit teachers, administrators and staff by reducing the amount of effort spent on administrative tasks while capturing and reporting integrated, detailed information in an on-line, real-time format.

The NCWISE project is a ten-year project that is being implemented in a phased approach throughout the state. The total cost of the project is projected to be \$118 million, \$54 million of which is a fixed cost contract. Additional costs included in the budget include hardware and support costs. In August 2000, a pilot program was launched in 22 locations, including 18 schools and three district offices across Wake County, Catawba County, Chapel Hill/Carrboro districts, and within DPI. After the pilot program is certified, a statewide rollout will follow over the next two to five years. The rollout will occur in phases, with DPI taking time between phases to evaluate and improve the process. Using a train-the-trainer approach, DPI will prepare a comprehensive training program to address the needs of school, district and state employees who will be using NCWISE. Details on the training program will be made available as the time approaches for training to begin.

To reduce the amount of data entry needed to begin using the new system, data currently in SIMS will be converted and loaded into NCWISE. The current SIMS system lacks integration capabilities and has an outdated technical architecture, which limits its ability to provide and combine data in an efficient manner. Initially, pilot sites will use both SIMS and NCWISE as they transition to the new system. During later rollouts, the Implementation Team will minimize the need for parallel operations.

NCWISE, a complete information system designed especially for education in the 21st century, is truly a "window of information" which will ensure the effective and efficient operation of North Carolina's public school system.



Durant Road Middle School: *“Conversion Couldn’t Come Fast Enough”*

For Valerie Kosmos, SIMS Data Manager for Durant Road Middle School in Raleigh, the conversion to NCWISE couldn't come fast enough. "I think it's going to be great when it's all done. NCWISE will give us one administrative school," Kosmos said. This will be a relief from using the SIMS system, which treats the multi-track year-round school as four separate schools for purposes of reporting data.

With the year-round-multi-track system, the school and its resources are always in use and the facilities can be used by 33 percent more students than a conventional school. Some systems have schools on a year-round calendar, but do not have multi-track year-round schools as does Wake County. Students at year-round schools attend classes 180 days a year just as in traditional schools, but their schedule is based on nine weeks of classes followed by three-week breaks.

"Multi-track year-round schools operate on four different calendars, always having approximately 75 percent of their student population on campus at any given time," Kosmos said. "The different calendars provide four distinctly different data bases which can't be run as one report. SIMS treats each of the four tracks almost like a school unto itself," she said.

Schools use SIMS - and now NCWISE- for keeping track of student attendance, grade reporting, student enrollment and withdrawal, dropout information, student demographics, student scheduling, school personnel, and compiling reports required by DPI (for instance, the School Activity Report).

NCWISE has allowed Durant Road to have "one administrative school," where students from all four tracks can be put into one alphabetical list. For Kosmos, this means she can synthesize all of her information and run just one report instead of running four separate reports for items like the PMR (Principal's Monthly Report), the VocEd Report (Vocational Education) or the Exceptional Children's Headcount Report.

NCWISE also gives classroom teachers access to information they have never had before. "They can go into the 'Teacher Assisted module' and look up basic demographic information, a child's schedule or emergency information, or any number of things. Just the fact that our teachers can look up information without calling the office has made an incredible difference," Kosmos said. As training on NCWISE evolves, teachers will be able to put lesson plans into the system, as well as report card grades which Kosmos will be able to print out.

As of October 2000, Durant Road has been working with NCWISE for three months, and Kosmos expects they'll be able to "shut off" SIMS and work entirely on NCWISE within a few months. SIMS workers in pilot schools have received extensive training from DPI and PricewaterhouseCoopers on the use of NCWISE. "I can't say enough good things about the training. The trainers were extremely good," Kosmos said. In her group, two trainers worked with seven SIMS people from the Wake County pilot schools. Now that the SIMS workers are familiar with NCWISE, they've begun to answer each other's questions, brainstorm problems together, and utilize each other as sounding boards. "I just think it's a cool program," Kosmos said. "In general, for me, it's heaven."

REACHING FOR THE GOAL

STATE BOARD OF EDUCATION MEMBERS



Chairman Phillip J. Kirk, Jr. Member-at-Large
P.O. Box 2508
Raleigh, NC 27602-2508 919.836.1407

Phil Kirk was appointed to the Board in 1997 to fill an unexpired term. A native of Rowan County and a graduate of Catawba College, Mr. Kirk now serves as president and secretary of the NC Citizens for Business and Industry and the publisher of North Carolina Magazine. His extensive list of governmental positions includes serving as Chief of Staff for two former governors and a United States senator. He also served in the NC General Assembly and was the youngest state senator in history at the time of his election. A former English and journalism teacher, Mr. Kirk has a remarkable background in education, having been named Salisbury Teacher of the Year and having received the Friend of Education award by the Professional Educators of North Carolina. In addition, he served as the vice chair of the State Board of Community Colleges, treasurer of Smart Start, and the chair-elect of the Public School Forum. His term expires on March 31, 2005.



Secretary to the State Board Mike Ward
301 N. Wilmington Street
Raleigh, NC 27601-2825 919.807.3430

Dr. Michael E. Ward is State Superintendent of the Public Schools of North Carolina. Elected in 1996, Dr. Ward is a member of the Council of State which includes the Governor, Lieutenant Governor and other statewide elected officials. His duties include serving as the official secretary of the State Board of Education. Dr. Ward has a strong background in public education. Prior to his election as State Superintendent, he served as Executive Director of the NC Standards Board for Public School Administration and as superintendent of schools in Granville County. Earlier posts included service as a teacher and principal. Dr. Ward is a three-time graduate of North Carolina State University.



Vice Chair Jane P. Norwood
6th Education District
7026 Ballentyne Court
Charlotte, NC 28210 704.554.9894

Jane Parler Norwood was appointed to the Board in September 1990 to fill an unexpired term. She was re-appointed in March 1995 and again in April 1999. Dr. Norwood is a professor in the Department of Curriculum and Instruction at Appalachian State University where she also supervises student teachers enrolled in the Teacher Education Program. She holds advanced degrees in Education/ Psychological Services - Reading from the University of South Carolina and a bachelor's degree in Education from Coker College. Dr. Norwood is a former member of the Coker College Board of Trustees. Her term expires March 31, 2003.



Kathy A. Taft 1st Education District
611 Queen Anne's Road
Greenville, NC 27858 919.355.7299

Kathy Taft was appointed to the Board in April 1995. She attended NC State University and East Carolina University, and graduated from ECU cum laude with a bachelor of science degree in education and also pursued graduate work in education. Ms. Taft has been a member and past vice chairperson of the Pitt County Board of Education and has been active in the NC School Boards Association, the Pitt County Boys and Girls Club, the Communities in Schools Executive Board, the PTA and the Women's Forum of NC. She served on the NC Medical Care Commission and two terms on the Board of the NC Governor's School. Ms. Taft's term expires March 31, 2003.



Lieutenant Governor Dennis A. Wicker
State Capitol Building
Raleigh, NC 27603-8006 919.733.7350

Lt. Gov. Dennis Wicker, elected to the office in 1992, is an ex officio member of the Board. An attorney from Sanford, Mr. Wicker served in the NC State House of Representatives from 1981 to 1991. Mr. Wicker attended UNC-Chapel Hill and graduated with honors in 1974. He spent the following year in Washington working as a legislative aide to U.S. Senator Robert Morgan. In 1978, Mr. Wicker earned a law degree from Wake Forest University. He has served on Central Carolina Community College's Board of Trustees and is also a member of the UNC Board of Visitors. Lt. Gov. Wicker is a former chairman of the State Board of Community Colleges.



Margaret B. Harvey 2nd Education District
901 Dewey Street
Kinston, NC 28501 919.523.4490

Margaret Blount Harvey was appointed to the Board in 1993. She has served on the NC Symphony Board of Trustees, the Duke Divinity Board of Visitors and the NC Wesleyan Board of Trustees. Ms. Harvey graduated from Duke University. In addition to working as a legislative lobbyist and in the Department of Public Instruction, Ms. Harvey has served on the Lenoir-Greene County Partnership for Children/ Smart Start, is a member of the NC Education Research Council, the NC School Improvement Panel and the Learning Disabilities Association of NC. Her term expires March 31, 2001.



State Treasurer Harlan E. Boyles
Albemarle Building
Raleigh, NC 27603-1388 919.508.5176

State Treasurer Harlan Boyles has served as an ex officio member of the Board since January 1977. A Certified Public Accountant, Mr. Boyles has held a number of state government positions since his graduation from UNC-Chapel Hill in 1951. He serves as chairman of the NC Local Government Commission, the NC Tax Review Board, the State Banking Commission and the Board of Trustees of the NC Retirement Systems. Mr. Boyles serves on the NC Community College Board and the Council of State.



Edgar D. Murphy, III 3rd Education District
Mail Stop D16/01/0C9, 35 Davis Drive
Research Triangle Park, NC 27709 919.997.3045

Edgar D. Murphy III was appointed to the Board in 1999. He is the manager of Community Relations for Nortel Networks where he is responsible for implementing a community relations program focusing on K-12 public education. He has served on the Durham Public Education Network Board of Directors, the Durham Workforce Partnership and the Center for Employment Training. He is a member of the NC School Improvement Panel and serves as chairman of the NCSIP Executive Committee. Mr. Murphy earned his degree in industrial technology from NC A&T State University in 1972.



Evelyn B. Monroe 4th Education District
525 Hardee Branch Road
West End, NC 27376 910.295.5710

Evelyn Bruton Monroe was appointed to the Board in August 1995 to fill an unexpired term. Ms. Monroe is a graduate of UNC-Greensboro and a former math and science and vocational education teacher. Her extensive involvement in the public schools includes 14 years on Moore County school advisory councils. She served on the Moore County Vocational Education Advisory Council and the Study Committee for Gifted and Talented. Ms. Monroe has been a trustee for Sandhills Community College and has served on the system planning committee for the State Board of Community Colleges. Her term expires March 31, 2005.



Maria Teresa Palmer 5th Education District
1321 Airport Road
Chapel Hill, NC 27514-6605 919.932.4818

Maria Teresa Palmer was appointed to the Board in 1999 to fill an unexpired term. Ms. Palmer is the founding pastor of Iglesia Unida De Cristo (United Church of Christ) in Orange County. She graduated from Jacksonville State University in Alabama with a degree in education. She also attended the Southern Baptist Theological Seminary and the University of Louisville, where she earned a master's in education. Ms. Palmer is currently pursuing her doctoral degree in education at UNC-Chapel Hill. Her professional experience includes being a Spanish teacher, a multi-cultural counselor, and assistant director of the Center for Latin American Education at the University of Louisville. Her term expires March 31, 2005.



Ronald E. Deal 7th Education District
1460 6th Street Circle,
NW Hickory, NC 28601 704.324.7466

Ron Deal, chairman of Wesley Hall Inc., was appointed to fill an unexpired term in 1997. He graduated from Wake Forest University where he is a trustee and a past president of the University's alumni association. His experience in education includes serving as a member of the NC State Board of Community Colleges. Mr. Deal serves on the Board of Directors for the BB&T Corporation and as a trustee for Catawba Memorial Hospital. His term expires March 31, 2003.



Robert R. Douglas 8th Education District
P.O. Box 2807, Asheville, NC 28802 828.258.0546

Bob Douglas, Branch Manager of A.G. Edwards & Sons, Inc., was appointed to the Board in 1993. He graduated from Auburn University with a degree in political science. Mr. Douglas is a member of the Asheville Chamber of Commerce Business Education Committee and serves on the Asheville Citizens for Better Schools Task Force, the Western RESA Superintendents' Council and the Asheville-Buncombe VISION for Education Foundation. He is past chairman of the UNC-Asheville Foundation Investments Committee. His term expires March 31, 2001.



Eddie Davis, III Member-at-Large
405 Stinhurst Drive
Durham, NC 27713-7553 919.544.3742

Eddie Davis, an English teacher at Hillside High School, was appointed to the Board in 1993. He received his bachelor's degree from Elizabeth City State University and teacher certification training at NC Wesleyan College. Mr. Davis is a member of the Executive Committee of the National Education Association and a board member of the North Carolina Association of Educators. He also serves on the National Board for Professional Teaching Standards, the National Advisory Board for the Center on English Learning and Achievement, and the National Board of the Center for Research on Evaluation. He was recognized as the "Tarheel of the Week" by The News and Observer and the "Citizen of the Year" by the Independent. His term expires March 31, 2001.



Zoe Locklear Member-at-Large
PO Box 1510
Pembroke, NC 28372 910.521.6221

Zoe Woodell Locklear was appointed to the State Board of Education in 1999 to fill an unexpired term as an at-large member. She received her doctorate and master's degrees in Special Education from UNC-Chapel Hill. Her bachelor's degree is also in Special Education from the UNC-Pembroke. Her extensive vita reflects service to both the public schools of North Carolina and to the state's university system as teacher, administrator and professor. Dr. Locklear is currently the dean of the School of Education at UNC-Pembroke. She is a member of the NC Association of Educators, the Robeson County Partnership for Children, the American Association of University Women, the Council for Exceptional Children and is actively involved with the Robeson County Schools. Dr. Locklear's term expires March 31, 2003.

Teacher of the Year Advisors



Kimberly Hughes
Teacher of the Year
1999-2000
Fox Elementary School
Wake County Schools

Term: June 1999 - June 2001



Laura Bilbro-Berry
Teacher of the Year
2000-2001
John C. Tayloe
Elementary School
Beaufort County Schools

Term: June 2000 - June 2002

Student Advisors



Tabitha Peacock
Junior
Smithfield-Selma
High School
Johnston County

Term: July 2000 - June 2002



Leslie Jimison
Senior
Walter Hines Page
High School
Guilford County

Term: July 1999 - June 2001

The State Board of Education includes representatives appointed by the Governor from each district of North Carolina, as well as the State Treasurer and the Lieutenant Governor. Appointments are confirmed by the General Assembly, and members serve eight-year, staggered terms. The Board is a volunteer board, and its members represent a wide variety of backgrounds and perspectives. Members receive only per diem to defray their costs of travel and lodging for attendance at meetings.

Map of North Carolina Education Districts



SUBSTANTIVE POLICY INITIATIVES

2001-2003 Biennium Suggested Legislative Modifications and Changes

SECTION OF LAW TO BE AMENDED	SUGGESTED CHANGES
LOW-PERFORMING SCHOOLS	
<p>G.S. 115C-105.37 (Low Performing Schools)</p>	<p>Revise language that defines low-performing schools (G.S. 115C-105.37(a)) to include: <u>schools where there is a failure to meet the minimum growth/gain and performance standard as defined by SBE</u> (no reference to any specific percentage of students performing below grade level) and delete “majority” and insert language that would give the SBE the authority to determine annually these standards.</p> <p>Revise July 10 deadline in G.S. 115C-37(a1) to read “as soon as the SBE identifies the low performing schools each year.”</p> <p>Reword section in G.S. 115C-105.39(a) “but no later than Sept. 30.” to read “no later than 30 days after the SBE approves the annual classification of schools under the ABCs program.”</p>
HUMAN RESOURCES	
<p>Excellent Schools Act and G.S. 115C-296(e) (Mentor Program)</p>	<p>Add underlined language: “It is the goal of the GA to fund a mentor teacher program that recognizes the achievements of excellent, experienced teachers and will provide each newly certified teacher with a qualified and well-trained mentor <u>for his/her first two years in the INITIAL LICENSURE PROGRAM.</u> Those initially certified teachers <u>required to resubmit components of their performance-based product will be provided a qualified and well-trained mentor for their third year in the Initial Licensure Program.</u> The funds shall be used to compensate each mentor for serving as a mentor prior to and during the school year.</p>
<p>Special Provisions to the Budget Bill</p>	<p>Allow flexibility for LEAs to spend available mentoring dollars through a locally approved plan.</p>
<p>G.S. 115C-325(a)(5a) (Use of retired certified teachers)</p>	<p>Expand current legislation which allows retired teachers to be employed without loss of retirement benefits to include licensed instructional support personnel (guidance counselors, media coordinators, etc.) and licensed administrative staff at the building and central office level. Amend to read “<u>retired certified instructional support personnel</u>” and “<u>retired certified administrator</u>” and after G.S. 115C-3(8)c <u>serve as certified student services personnel (guidance counselor, media coordinator, speech pathologist, social worker, school psychologist or audiologist) or serve as a certified school or central office administrator.</u></p>
<p>G.S. 115C-296.2 National Board for Professional Teaching Standards Certification Salary Incentive</p>	<p>Amend current legislation to reduce the percentage of time that National Board-Certified teachers must spend in “classroom instruction” from 70% to 50% in order to receive their 12% salary differential.</p>

SECTION OF LAW TO BE AMENDED	SUGGESTED CHANGES
PSAT	
GS 115C-174.15 Opportunity to take Preliminary Scholastic Aptitude Test	Delete "The State Board of Education shall contract with the College Board for the tests and for comprehensive diagnostic information to accompany PSAT score reports." (retains language providing the opportunity to take the PSAT to all 8th-10th graders)
End-of-Course Tests	
G.S. 115C-12(9a)(9b)	Revise second paragraph in (9a) to require the SBE to "develop and implement a plan for end-of-course (EOC) tests for <u>those courses identified by the SBE</u> :" Revise paragraph (9b) to read "proficiency benchmarks for <u>courses designated by the State Board of Education</u> ."
ABCs Incentive Awards	
G.S. 115C-105.36 (Funding for ABCs Incentive Awards)	Amend to allow the funds to be made available until December 31 of the subsequent fiscal year.
School Construction	
G.S. 115C-521 (Erection of School Buildings)	The essence of this section will not change. Redundancies will be eliminated and paragraphs, in some cases, reordered. A second paragraph will be added to address safety issues and recent legislative action regarding exemptions from a code review for school buildings under 10,000 square feet.



2001-2003 BIENNIUM

STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST

State Board of Education members reaffirmed their commitment to the ABCs of Public Education by supporting a 2001 expansion budget focused on the strategic priority areas defined in the ABCs Plus initiative. The Board's expansion budget request to Gov. Jim Hunt totals \$474.6 million for 2001 and \$470.6 million for 2002.

Funding requests are identified by the Board's five strategic priority areas: High Student Performance; Safe, Orderly, and Caring Schools; Strong Family, Community, and Business Support; Quality Teachers, Administrators, and Staff; and



Effective and Efficient Operations. Eleven expansion initiatives, including continued support for the Excellent Schools Act, have been developed to help achieve these five priorities.

The budget request for the 2001-2003 biennium reflects the most important needs of North Carolina's public schools and the education priorities of its citizens. Approval of these funding requests will give North Carolina important and necessary resources to continue the momentum for school improvement in coming years.

HIGH STUDENT PERFORMANCE	2001-2002	2002-2003
<p>Improving Student Accountability: Closing the Achievement Gap improve performance for all students not performing at grade level, reduce student/staff ratios in elementary grades, maintain assistance team funding, support foreign language immersion pilot programs, provide Technology Facilitators for low-performing schools</p>	\$147,370,879	\$147,370,879
<p>Ready for School Ready for School Inventory for primary and elementary schools, K-2 staff development, upgrade kindergarten classroom equipment and supplies, continue kindergarten breakfast funds</p>	\$ 26,500,000	\$ 25,500,000
<p>School Technology provide a Technology Facilitator for all schools with an 8th grade in 2001-02 (aligns with computer skills testing requirements)</p>	\$ 28,743,925	\$ 28,743,925
<p>Special Populations improve the quality of education for children with special needs, including those with limited English skills and gifted students, implement Occupational Course of Study</p>	\$139,700,695	\$139,700,695
<p>Academic Content Standards and Assessments provide a testing coordinator at each LEA, revise curriculum content standards and corresponding assessments, develops new assessments, provide Advanced Placement (AP) and International Baccalaureate (IB) test funds to students</p>	\$ 23,480,697	\$ 20,364,162

SAFE, ORDERLY, AND CARING SCHOOLS	2001-2002	2002-2003
At-Risk Student Services/Alternative Schools expand alternative school programs, increase school resource officers and other support personnel, add counselor services and counselor office support for middle and high schools	\$ 63,709,200	\$ 63,709,200
STRONG FAMILY, COMMUNITY, & BUSINESS PARTNERSHIPS	2001-2002	2002-2003
Community Support for Students coordinate efforts of the schools, parents, and communities to increase involvement to improve student achievement through training, model programs, and better communication	\$ 8,096,753	\$ 8,165,001
QUALITY TEACHERS, ADMINISTRATION, AND STAFF	2001-2002	2002-2003
Excellent Schools Act continue support of the Excellent Schools Act to maintain teacher salaries at the national average, provide additional months of employment for assistant principals	\$ 9,650,000 (excludes teacher salary request)	\$ 9,650,000 (excludes teacher salary request)
Professional Development increase staff development funds for LEAs, provide mentors and stipends, Quality Teacher Task Force, Tuition-to-Teach scholarships, professional development package to increase student achievement	\$ 27,574,204	\$ 27,574,204
Teacher Retention and Recruitment develop and implement initiatives for the retention and recruitment of quality teachers	\$ 5,342,500	\$ 5,342,500
EFFECTIVE AND EFFICIENT OPERATIONS	2001-2002	2002-2003
Grants Provide a grant-writing consultant for each region	\$ 280,000	\$ 280,000
TOTAL STATE PUBLIC SCHOOL FUND EXPANSION REQUEST	\$480,448,853	\$476,400,566





301 North Wilmington Street, Raleigh, North Carolina 27601-2825
www.ncpublicschools.org