Future-Ready Schools: Preparing Students for the 21st Century
Future-Ready Schools: PREPARING STUDENTS FOR THE 21ST CENTURY

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. June St. Clair Atkinson
History and personal experiences leave a strong imprint on how we think about school. We remember the thrill of learning to do something new, the satisfaction of strong friendships and the anchoring familiarity of the routine of school. While it is good to hold on to these positives as a firm foundation, students today also need the benefit of new methods, innovative technologies and a renewed vision of public schooling. They need an education to prepare them for the 21st century – in terms of its tools, its ways of work and its competitive and entrepreneurial spirit.

The public school of the 21st century looks different. Students and teachers use technology – computers, MP3 players, Smart Boards and other tools – as a routine way of learning. The teacher does not stand and impart knowledge to students all day long. Instead, she or he coaches student learning and work that is authentic and relevant to the world today. Students thoroughly learn facts and skills – and they apply them in meaningful ways.

In some North Carolina schools, this vision of 21st century learning is already a reality. In most of our schools, we have much work to do. The 2007-09 budget request from the State Board of Education and Department of Public Instruction represents the resources we will need in order to move forward with a 21st century mission and goals. The workplace and global economy have changed dramatically. Competition and work are global for every type of product and service. Work is completed on 24-hour cycles that depend on a web of technology and people who may be on another continent just as easily as in the office next door. Students in our schools need education that reflects the challenges they will face as adults.

At the state level, the NC Department of Public Instruction has a staff of 659 that serves 115 school districts, 2,338 public and charter schools and their approximately 95,000 teachers. These numbers and the size of our state require us to be strategic about our work. We must make the most of our efforts to provide leadership for innovation, support for schools and districts, and a continual focus on student achievement and appropriate standards to strengthen North Carolina’s competitiveness.

Thank you for your continued support of North Carolina’s public schools.

June St. Clair Atkinson, Ed.D.
State Superintendent of Public Instruction
a message from...

CHAIRMAN, STATE BOARD OF EDUCATION

Howard N. Lee
North Carolina’s public schools rise to challenges. In 1996-97, when our State initiated the ABCs of Public Education, only 12 elementary and middle schools met the standard of our highest recognition category, and 56.7 percent of schools met the growth standard expected by the State Board of Education. By the time that the original ABCs formula was used in 2004-05 for the last time, 74.6 percent of all schools (K-12) had met the state’s growth standard, and 539 (or one-fourth) of all schools had met the highest category of recognition.

This year, the State Board of Education raised the performance standard for North Carolina schools. After a decade of stable expectations, we believed that it was time for a new level of rigor and standards for public schools. To that end and in response to General Assembly direction, the ABCs formula was thoroughly reviewed by State and national testing experts, and new formulas were developed to improve the consistency and stability of ABCs results from year-to-year. In addition, the standard for student performance on the State’s end-of-grade mathematics assessment was raised in 2005-06. Federal requirements for student performance continue to increase as we head toward the required goal of 100 percent proficiency by 2013-14. The result of all of this change is higher expectations for our schools and new challenges to meet. Just as our schools rose to the challenge of the original ABCs formula, we believe that our schools will work diligently to meet the new standards before them.

Thanks to the strong support of the Governor, the General Assembly and the business community, North Carolina was one of the first states to pioneer school-level accountability and to widely and publicly report the results. That means our state also is one of the first to grapple with the long-term questions and transitions that naturally occur when an accountability model is in place for a number of years. Chief among our work priorities is improving this process, including the assessments that students take, and continuing to seek ways to accurately and fairly reflect our progress toward graduating students who are well-suited and prepared for 21st century challenges.

The State Board of Education takes very seriously the challenge of helping every child in North Carolina be prepared for successful adulthood in the global economy. We have set a new mission that every public school student will graduate from high school, globally competitive for work and postsecondary education (and prepared for life in the 21st century). This mission guides and supports all of our work as we revise curricula, license and set standards for teachers and administrators, create an environment for healthy student development, encourage innovation, and build business and technology infrastructures to support schools.

The General Assembly and Governor are essential allies in our work. We look forward to continuing our partnership as we re-create our schools to meet the demands of the 21st century.

Howard N. Lee
Chairman, State Board of Education
The State Board of Education is responsible for supervising and administering the public school system and the educational funds provided for its support. Board members include the Lieutenant Governor, the State Treasurer and 11 other members appointed by the Governor. Eight members represent the State’s education districts, and three are appointed at-large. Appointed members serve eight-year terms. The policies developed by the State Board of Education set the direction for all aspects of Department of Public Instruction and local public school organization and operation.

Howard N. Lee / Chairman
5th Education District

Howard N. Lee was appointed to the Board on May 15, 2003, to fill an unexpired term. He then was unanimously elected Chairman of the Board by its members, a post he has held ever since. Mr. Lee, the first African American to serve as Board chairman, is a former mayor of Chapel Hill and a former member of the North Carolina Senate. During his legislative career, the Chairman earned a reputation as an education advocate with special interests in school safety, school accountability and teacher quality. Mr. Lee was instrumental in the passage of the original ABCs of Public Education and the Excellent Schools Act of 1997. On behalf of the Board, Mr. Lee is active on the Southern Regional Education Board and the Education Commission of the States.

Beverly Eaves Perdue / Lieutenant Governor

Lt. Gov. Beverly Perdue, re-elected to office in 2004, is an ex officio member of the Board. A former classroom teacher, she came into the second highest elected office in North Carolina after serving five terms in the North Carolina Senate and two terms in the North Carolina House of Representatives. In 1999, she received the North Carolina Association of Educators’ President’s Award for her work on innovative education legislation. As Lieutenant Governor, she has been an activist on behalf of educational technology and healthier lifestyles for children and adults. The NC Virtual Public School is a project spearheaded by the Business Education Technology Alliance, which the Lieutenant Governor founded.

Eight Education Districts of North Carolina
Richard H. Moore | State Treasurer

Albemarle Building, 325 N. Salisbury Street, Raleigh, NC 27603-1385 | 919.508.5176

A former Federal prosecutor, member of the NC General Assembly, and Secretary of the Department of Crime Control and Public Safety, State Treasurer Richard Moore serves as an ex officio member of the Board. He serves as Chair of the NC Local Government Commission, the NC Tax Review Board, the State Banking Commission, and the Board of Trustees of the NC Retirement System and also serves on the NC Community College Board and the Council of State. A national leader in the fight to protect shareholder rights, he has authored both investment protection and mutual fund protection principles adopted by many fund managers across the country. Treasurer Moore is especially interested in increasing the financial literacy of North Carolinians by including such information in the public schools curriculum.

Jane P. Norwood | Vice Chair

6th Education District

7026 Ballentyne Court, Charlotte, NC 28210-4935 704.554.9894

Jane P. Norwood has served on the Board since September 1990, and brings an important perspective to the Board from her work as a professor at Appalachian State University who supervises student teachers. Dr. Norwood’s years of service to public education in North Carolina started in 1977 when she was appointed to the original Annual Testing Commission where she served three terms. She also has served for several terms as a North Carolina representative to the Southern Regional Education Board. She is a past President of both the North Carolina College Professors of Reading and the North Carolina Council of the International Reading Association. Currently, she is Chair of the Board’s Quality Teachers, Administrators, and Staff priority area and co-chair of the Educational Liaison Committee. Dr. Norwood also is a member of the North Carolina Teaching Fellows Commission; the Liaison Committee of the State Board and the UNC and Community College systems; and the Ad Hoc Committee on Academic Rigor, Relevance and Relationships. She has also served on the Teacher Retention Task Force; and the Study Committee on Physical Education. Dr. Norwood’s term ends March 31, 2007.

Kathy A. Taft

1st Education District

3024 Dartmouth Drive, Greenville, NC 27858-6745 252.355.7299

Kathy A. Taft was appointed to a second term on the Board in 2003. A long-time supporter of public education, a former Vice Chair of the Pitt County Board of Education, and a founding member of the Pitt County Communities in Schools Program, she has been actively involved in the State Board’s work. She chairs the High Student Performance area for the State Board. She also serves on the Ad Hoc Committee on Academic Rigor, Relevance, and Relationships; the Charter Schools Advisory Committee; the Compliance Commission for Accountability; and the Liaison Committee of the Board and the University and Community College systems. She is the Southern Area Director for the National Association of State Boards of Education (NASBE). Her term expires March 31, 2011.
Michelle Howard-Vital  
2nd Education District

Interim Chancellor, Winston-Salem State University  
601 S. Martin Luther King, Jr. Drive, Winston-Salem, NC 27110 | 336.750.2045

Michelle Howard-Vital was appointed to the Board by Gov. Michael F. Easley in 2001. She currently serves as the interim Chancellor for Winston-Salem State University. She has held various academic positions in her 30 years in higher education with the university system. Dr. Howard-Vital has published a variety of articles, reviews, an encyclopedia article and ERIC documents, and co-authored a book entitled, *Entering School Leadership*. She also has been the principal investigator on numerous grants and the executive director of over 50 original cable access television shows. On the State Board of Education, she serves on the Ad Hoc Committee on Academic Rigor, Relevance and Relationships; the Study Committee on Physical Education; and the NC Virtual Interim Advisory Board. Her term expires March 31, 2009.

Edgar D. Murphy, III  
3rd Education District

Nortel Networks, PO Box 13010, D17/02/0F2  
RTP, NC 27709-3010 | 919.997.3045

Edgar D. Murphy, III, was appointed to the Board in 1999. Mr. Murphy is currently responsible for Community/Government Relations at Nortel in Research Triangle Park and is well known in business/education circles for developing successful partnerships between public education leaders and senior business leaders from the technology sector. He serves on the Durham Public Education Network Board of Directors; the North Carolina Council on Economic Education Board of Directors; the NC Science, Mathematics, and Technology Education Center Board; the NC E-learning Commission; and as Chairman of the NC Citizens for Business and Industry’s Education Committee. On behalf of the State Board, Mr. Murphy also chairs the Healthy Students in Safe, Orderly and Caring Schools priority area and is a member of the Liaison Committee of the State Board and the UNC and Community College systems; the Ad Hoc Committee on Academic Rigor, Relevance and Relationships; the Committee on Graduate Pay Approval and Non-Teaching Work Experience; and the NC Virtual Interim Advisory Board. His term expires March 31, 2007.

Shirley Harris  
4th Education District

229 Fox Den Road, Troy, NC 27371 | 910.576.3181

Shirley E. Harris was appointed to the Board in May 2005. Mrs. Harris is a seasoned educator, holding North Carolina teaching certifications in Language Arts, Social Studies, and Mathematics, as well as National Board of Professional Teaching Standards Certification in Early Adolescent English/Language Arts. She also holds certification in Adolescent Literacy, Mentoring, Systemic Change, and NBCT Facilitation. Mrs. Harris has taught in public elementary, middle and high schools in North Carolina for 30 years. She also served as a high school Comprehensive School Reform Facilitator while remaining in the classroom. Mrs. Harris’ teaching awards include Montgomery County Teacher of the Year (TOY), NC Regional TOY Finalist and NCCTM Regional Outstanding Elementary Mathematics Teacher. Her term expires March 31, 2013.
R. Thomas Speed  
7th Education District

PO Box 432, Boone, NC 28607-0432 | 828.264.1191

Tom Speed, an attorney from Boone, was appointed to the State Board of Education on May 15, 2003. Formerly from Franklin County and from a family involved in tobacco farming and raising cattle, he has extensive experience and knowledge in the technical and business aspects of agriculture. His current law practice is limited to criminal and civil trial practices. He is actively involved in the Appalachian State University Athletic Boosters Club, is a member of the North Carolina Fraternal Order of Police and the Winston-Salem Scottish Rite Bodies. His term expires March 31, 2011.

Wayne McDevitt  
8th Education District

PO Box 63, Marshall, NC 28753-0063 | 828.649.2144

Wayne McDevitt was appointed to the State Board of Education in 2001. He has extensive government experience at The University of North Carolina and as a former Chief of Staff for Gov. James B. Hunt, Jr. and as Secretary of the Department of Environment and Natural Resources. Mr. McDevitt is the recipient of UNC Asheville’s Achievement Award, Distinguished Alumnus Award and the Chancellor’s Medallion. His extensive record of public service led the Asheville Citizen-Times to recognize him as “one of Western North Carolina’s 50 most influential people of the 20th century.” Mr. McDevitt has a strong record of advocacy for education and children including service on the boards of NC Partnership for Children/Smart Start, NC PTA, Baptist Children’s Homes, and the boards of trustees of two universities. He currently serves on the boards of Leadership North Carolina, Western North Carolina Tomorrow, Western North Carolina Communities, and the Cherokee Preservation Foundation. Mr. McDevitt currently chairs the Board’s Effective and Efficient Operations priority area and is a member of the Board’s Select Committee on Lateral Entry. His term expires March 31, 2009.

Melissa Bartlett  
Member-at-Large

20301 Mail Service Center, Raleigh, NC 27699-0301  
919.715.7108

Melissa E. Bartlett was appointed to the Board in May 2005. She holds North Carolina teaching certifications in K-12 ESL, 6-8 Language Arts, 9-12 English, and she has National Board Certification in Early Adolescent Language Arts from the National Board for Professional Teaching Standards. Mrs. Bartlett has taught in middle and high schools and in community colleges in North Carolina, and has taught Title-I reading in the U.S. Virgin Islands, “O” Levels in Kenya, and EFL at the English Language Institute at the American University in Cairo. Mrs. Bartlett was 2002-03 North Carolina Teacher of the Year and a finalist for 2003 National Teacher of the Year. In addition, Mrs. Bartlett has served on various educational policy committees and commissions while remaining in the classroom. She is Director, Center for 21st Century Skills, NC Business Committee for Education. She also serves on the Board’s Ad Hoc Committee on Academic Rigor, Relevance and Relationships. Her term expires March 31, 2013.
John Tate, III
Member-at-Large

1431 Biltmore Drive, Charlotte, NC 28207-2556 | 704.332.5538

John Tate, a Charlotte native and businessman, was appointed to the State Board in February 2003 to fill an unexpired term and was reappointed in May 2003. Mr. Tate has made the banking industry his career for the past 30 years, and his current assignment at Wachovia includes working with commercial clients. His community service includes membership on the Charlotte-Mecklenburg Board of Education from 1990-1997 as well as involvement with Communities in Schools, the YMCA, Success by Six, Habitat for Humanity and the UNC-CH School of Social Work’s Board of Advisors. Mr. Tate serves on the Select Committee on Lateral Entry, the Teacher Retention Task Force and the Committee on School Leadership. His term expires March 31, 2011.

Patricia N. Willoughby
Member-at-Large

20301 Mail Service Center, Raleigh, NC 27699-0301 | 919.715.3535

Patricia Nickens Willoughby was appointed to the State Board of Education in May 2001 to serve an eight-year term – interrupted for a short time during which she served as State Superintendent of Public Instruction for approximately nine months in 2004-05. Ms. Willoughby is a former classroom teacher and a former faculty member of the Meredith College School of Education. She is currently the Executive Director of the North Carolina Business Committee for Education, a non-profit whose focus is K-12 education. As a Board member, Ms. Willoughby has served on the NASBE Study Group for High School Reform and represents the State Board on the Gates-funded New Schools Project. She also participates as a member of the Ad Hoc Committee on Academic Rigor, Relevance and Relationships. Her term expires March 31, 2009.

Teacher Advisors

- **Diana Beasley** | 2006-2007 Teacher of the Year
  Hickory City Schools | Hickory High School
  1234 3rd Street NE, Hickory, NC 28601
  828.322.5860 | Term: June 2006 - June 2008

- **Wendy Miller** | 2005-2006 Teacher of the Year
  Craven County Schools | James W. Smith Elementary
  150 Koonce Town Road, Cove City, NC 28523
  252.514.6466 | Term: June 2005 - June 2007

Principal Advisor

- **Meghan Doyle** | 2006 SBE Principal of the Year Advisor
  Onslow County Schools | Hunters Creek Middle School
  200 Broadhurst Road, Jacksonville, NC 28540 | 910.455.2211

Superintendent Advisor

- **Larry Price** | Governor’s Appointee
  2006-07 NCASA Superintendent of the Year
  Wilson County Schools | PO Box 2048, Wilson, NC 27894
  252.399.7711

Local Board of Education Advisor

- **Carroll “Carr” Ipock** | 2006 NCSBA Raleigh Dingman Award
  Craven County Board of Education
  3600 Trent Road, New Bern, NC 28562 | 252.514.6300

Student Advisors

Governor’s Appointees | Junior and Senior High School Students

- **Melissa McCoy, Senior** | East Chapel Hill High
  1709 High School Road, Chapel Hill, NC 27516

- **Danielle Alston, Junior** | William G. Enloe High School
  128 Claredon Crescent, Raleigh, NC 27610
In North Carolina, some public schools already exhibit many of the traits that exemplify 21st century learning – strong and appropriate use of technology for instruction, learning that is relevant and aligned with real-world applications, and strong support for professionals who are encouraged to be innovative and lead their schools forward. In other areas, schools still need to make the transition to new ways of providing instruction and learning opportunities for students. The State Board of Education and Department of Public Instruction are working to assist schools and districts in this time of transition.

Setting New Standards

For a decade, North Carolina public schools have focused attention on the basics of reading and mathematics in the elementary and middle grades and on student performance in the five core courses that are commonly taken by all high school students. This attention has resulted in more students mastering basic literacy and mathematics skills needed for future learning, but as the demands of our global economy have accelerated, it has become clear to the State Board of Education and to the business community in North Carolina that the State’s expectations for student learning must increase accordingly. It is time to move standards to a new level and to foster an unprecedented school environment for students to grow into successful adults.

Healthy, well-adjusted students are better prepared to be high-achieving students. In recognition of the role that schools can play in this, the Board has set several policies related to health. Schools are required to provide elementary and middle school students with a total of 30 minutes of physical activity each day. By the end of the 2007-08 school year, elementary schools will be required to implement nutrition standards for food and beverages available to students and staff. In addition, 78 of the state’s 115 school districts have implemented tobacco-free policies forbidding the use of tobacco on school grounds by children and adults.

Students who entered ninth grade for the first time in the fall of 2006 are required to meet stricter high school graduation standards. Standards include passing each of the core, end-of-course tests (Algebra I, English I, US History, Civics and Economics, and Biology) and successfully completing a graduation project that demonstrates the ability to integrate information and skills to address a real-world issue or problem. In addition, the State Board approved in December 2006 a framework for a required core course of study effective with the entering freshmen of 2008. The proposed framework is a 21-unit core course of study that will include a four-unit endorsement in a specialty area of choice. The new core will require:

- 4 units of English
- 4 units of mathematics
- 3 units of science
- 3 units of social studies
- 2 units of a second language
- 1 unit of health/physical education
- an endorsement of at least four units in one of the following areas: career-technical, arts education, Junior Reserve Officers Training Corps (JROTC), Advanced Placement/International Baccalaureate, second language or other.

Details about implementing this core course of study will be finalized in early 2007 following a series of regional meetings with educators, parents, students and community members across North Carolina. One key part of the implementation decisions will concern course substitutions that might be allowed in certain cases. The occupational course of study will still be available for some students with disabilities.
Other state graduation requirements will continue in place. Local boards of education continue to have the authority to add to State requirements.

Higher standards extend to elementary and middle schools also. In 2006, the State’s mathematics assessments for students in grades 3-8 were redesigned to align with a revised and more rigorous mathematics curriculum. In selecting the levels of achievement required for each of the assessments’ four achievement levels, the State Board of Education raised the standard for passing in 2005-06 – the first significantly higher standard in a decade. In two years, when a revised English language arts curriculum and its accompanying assessments are in place, similar action will be considered.

In September 2006, the State Board of Education took the bold step of approving a new mission and goals – all with an eye toward the needs of today’s students who will use 21st century technology and face new workplace, economic and cultural challenges. These goals are driving the Department of Public Instruction’s work and are expected to direct public schools for years to come. Not only do the demands of 21st century business practices impact the technology used in schools, they also affect the curriculum, assessments and instructional practices. As this report went to press, town hall-style meetings were being held across all regions of North Carolina to raise awareness of the new mission and goals with local educators and community members and to gather ideas from them concerning implementation of these goals.

The bold innovations and improvements that are needed for North Carolina public schools cannot be successful without strong partnerships. NCDPI and the State Board of Education continue to partner with many other organizations, State and Federal agencies and the business community to accomplish the changes that need to occur. These partners include the Learn and Earn Early College high schools, the New Schools Project, the Center for 21st Century Skills, the American Diploma Project, the NC Business Committee for Education, and the Business Education Technology Alliance (BETA).

These partnerships provide a framework for many innovative practices. The NC Virtual Public School, which began to offer online opportunities to high school students in 2006, is the result of a partnership between NCDPI and BETA. Through it, students across the state will be able to access a variety of coursework to meet special scheduling, course availability and other needs. In the spring of 2006, more than 8,000 students were early users of the NC Virtual Public School when they took online Advanced Placement exam preparation courses. This way of accessing additional coursework is expected to grow robustly.

The New Schools Project, (NCNSP) which began in 2003 and is backed by $22.5 million in grants from the Bill & Melinda Gates Foundation and by similar levels of support from the NC General Assembly, provides technical assistance and planning partnerships to school systems to encourage local efforts to start new high schools or convert existing comprehensive high schools into personalized, focused and academically rigorous schools. A total of 25 high schools have been redesigned on 16 campuses with the goal of more than 100 schools in some phase of development by 2008. In addition, NCNSP, in cooperation with the State Board of Education and the Department of Public Instruction, is administering the Governor’s Learn and Earn early college initiative. To date, 33 early colleges have been created on college and university campuses across the state. These high schools provide students with an opportunity to earn a high school diploma and a community college associate’s degree (or two years of transferable credit toward a four-year degree) while learning skills to pursue skilled careers.
**Future-Ready Students**

**Goals For the 21st Century**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

### NC Public Schools Will Produce Globally Competitive Students.

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

### NC Public School Students Will Be Healthy and Responsible.

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

### Leadership Will Guide Innovation in NC Public Schools.

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

### NC Public Schools Will Be Led By 21st Century Professionals.

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

### NC Public Schools Will Be Governed and Supported By 21st Century Systems.

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

In 2001, NCDPI's Instructional Technology Division established IMPACT Model Schools, a grant-based program which allows North Carolina’s Title I schools to compete for funding to incorporate 21st Century technology tools into eligible North Carolina districts. Schools do not simply add technology. Teachers, administrators, media professionals, and technology professionals completely change their methods of instruction, team infrastructure, and approaches to learning under the IMPACT model. Other changes also occur in collaboration with external organizations, access to the world’s cultural resources, relationships with their communities and parents, and students’ awareness and use of state-of-the-art technologies to research and create their own projects.

Since the grant’s inception, 10 NC schools have become state-of-the-art models for 21st Century learning, technology and instruction.

IMPACT learning environments contain whiteboards, digital video projectors and cameras, digital microphones and speakers, and a significantly higher-than-average student-to-computer ratio. “This grant funds personnel, resources and access to the world,” notes Frances Bradburn, director of DPI’s Instructional Technology Division. “We also make our facilities available to students, parents and the community at large after hours,” said one media technician. “Many of our families don’t have access to computers at home.” IMPACT pays professionals for their extended workload.

“Education using technology becomes more relevant to both teacher and student,” says Bradburn. “The IMPACT model is aligned to national standards for media and technology programs and based on valid research,” she adds. IMPACT reflects the recommendations of the revised North Carolina Educational Technology Plan (2005-2009) and acknowledges the importance of staffing each school in North Carolina with

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**did you know?**

- The number of Internet-connected computers in schools continues to grow. In 2006, there were 3.43 students for every Internet-connected computer.
- There are 5.74 students per classroom computer.
- Statewide, the typical school district has 21.29 percent of the needed instructional support and 43.27 percent of the needed technical support in place to support instructional technology.
both a school library media coordinator and an instructional technology facilitator. Further, the IMPACT model assures that the media and technology resources and conditions necessary to support the teaching and learning processes are present. Participating teachers and students thrive. “The IMPACT model allows my students to connect with cultures beyond their own limited borders,” one teacher says. A media professional adds, “It’s all about flexibility, collaboration and change.”

An example of what can happen when a school district embraces technology as a change agent is Perquimans County Schools. In 2006, the Consortium for School Networking (CoSN) announced that Perquimans County Schools, located in rural northeastern North Carolina, was the nation’s TEAM Award Winner.

The system consists of four schools. Although the district has little industry and one of the lowest average incomes in North Carolina, “our parents, administrators, business community, and teachers place a high priority on using technology to overcome the barriers of isolation and poverty,” notes Perquimans County Schools Superintendent Kenneth Wells.

Technology planning involves principals and central office staff coming together to determine how to pool resources to get technology in the hands of students and teachers. The district supplies each preK-8 school with a locally funded technology facilitator who works with teachers and students to ensure that technology is integrated seamlessly into instruction. Additionally, the district provides two locally-funded technicians and a district-level technology coordinator. Perquimans initially funded this effort with a grant from the federal No Child Left Behind initiative. Because of the IMPACT model’s tremendous success, the district realized that they had to implement the model throughout the K-12 environment. The district managed through grants, donations, State and Federal funding to achieve a computer-to-student ratio of less than 1:3, with steady growth in the numbers of computers each year.

The IMPACT Schools are
Anson County, Wadesboro Elementary
Ashe County, Westwood Elementary
Avery County, Crossnore Elementary
Cumberland County, Spring Lake Middle
Edgecombe County, West Edgecombe Middle
Martin County, E.J. Hayes Elementary
Nash/Rocky Mount, Williford Elementary
Perquimans County, Perquimans Central
Wilson City, Wells Elementary
Yancey County, Clearmont Elementary
Support for Schools

PROVIDING A FOUNDATION FOR FUTURE-READY SCHOOLS
Support for Schools

The 115 school districts and 100 charter schools across North Carolina serve diverse communities and operate with a significant amount of local control over how schools are organized and operated and over how instruction is delivered to students. The role of the State Board of Education and the Department of Public Instruction is to provide the policy and resource framework and support for local districts and schools to succeed and thrive. This support is broad and includes an array of services such as financial allocations, support for improved instruction of students, leadership development, teacher and administrator and other educator licensure, approval of teacher education programs, student data collection, school construction and insurance services, child nutrition services and other ongoing work. The level of State support needed can vary depending on the school district and its local resources.

The role of NCDPI as a change agent for local schools and districts that are struggling with low student performance and other issues has intensified over the past few years and expanded well beyond assistance to low-performing schools identified by the ABCs of Public Education.

For the past decade, North Carolina has deployed specialized assistance teams to work alongside principals and faculty in schools identified by the State Board of Education as low performing under the ABCs accountability model. Since the ABCs began, 85 schools have received assistance from these mandatory assistance teams to help them improve student achievement and instruction. Other schools have received voluntary assistance at their request. Teams are composed of experienced, active and retired educators who receive specialized training in providing assistance.

Based on the success of the school-based assistance teams, the NC Department of Public Instruction and State Board of Education developed a district-level version – Local Education Agency Assistance Program (LEAAP) – to provide services to school districts that were low performing. LEAAP team members help districts plan more strategically and use student achievement data more effectively to match resources with areas of greatest need. The LEAAP model provides varying degrees of support, guidance and services to districts, with the level of service determined by district performance on both the ABCs and the Federal No Child Left Behind law. Primary aims of the LEAAP are to improve student academic performance and to build internal capacity in the central office and schools’ leadership leading to positive change and continual growth. School districts participating in LEAAP are encouraged to partner with other districts to share best practices and resources and to use other State services such as those offered by the Center for School Leadership Development.

In addition to State-mandated assistance under the ABCs, the Department of Public Instruction provides services to schools and districts in Title I Improvement as defined by the Federal No Child Left Behind education law. Title I schools (based on their Federally funded services to students who qualify for free- and reduced-price lunch) can be placed in Title I School Improvement status if the school does not make Adequate Yearly Progress. Approximately half of North Carolina’s 2,338 public and charter schools are Title I schools, and every school district in North Carolina is considered a Title I district based on their receipt of these Federal resources.

Being in Title I School Improvement involves a sequence of sanctions, including offering public school choice, supplemental education services for
qualifying students and other increasingly stringent actions. North Carolina has 301 schools in some level of Title I School Improvement. In addition, there are 62 school districts in Title I District improvement, which also brings its own list of required responses beginning with adjustments to the district’s improvement plan. As the Federal targets become more difficult in anticipation of reaching the required 100 percent student proficiency by 2013-14, more districts are anticipated to enter Title I Improvement in North Carolina as well as in all other states.

The Department of Public Instruction provides state technical assistance to schools in Title I School Improvement through regional-based consultants. Also, state assistance teams composed of retired educators, teachers-on-loan and DPI staff provide assistance in selected schools that are in corrective action and that may be identified through the ABCs accountability model. NCDPI is working with local districts to help them build the capacity to better address their own improvement needs.

In 2005 and 2006, Gov. Mike Easley directed the State Board and DPI to launch two special assistance initiatives – a High School Turnaround Initiative and a high school financial audit.

The initiative requires high schools that have fewer than 60 percent of their students performing proficiently on the State’s end-of-course tests to choose a proven restructuring model and adopt it beginning in 2007-08. These high schools are assigned a “leadership facilitator” whose major responsibility is to work with the school and the community to identify an appropriate restructuring model for the school that will provide the infrastructure to transition to a college and/or work-ready environment for students. In addition, principals are involved in professional development run by the Principals’ Executive Program and the Kenan-Flagler School of Business at UNC-Chapel Hill. High schools that have a performance composite of less than 70 percent for two consecutive years will receive visits from turnaround assessment teams during the 2006-07 school year. In 2006, the Department of Public Instruction received $944,000 as the first payment of a three-year grant to support high school turnaround from the Bill and Melinda Gates Foundation.

Gov. Easley also has asked The University of North Carolina at Chapel Hill and the State Board of Education to conduct financial performance audits of all high schools and to conduct site visits at the 37 high schools involved in required restructuring. This effort aims to ensure that local, State and Federal funds are being used to their fullest extent in preparing students for the 21st century.

**did you know?**

- Twenty-two schools were assigned ABCs Assistance Teams in 2006-07.
- Three hundred and one schools are in Title I School Improvement under No Child Left Behind.
- Fifty-seven high schools will receive visits from High School Turnaround Assessment Teams in 2006-07.
- Thirty-six school districts are being served in the LEA Assistance Program.
NC WISE Project Provides Data Support to Schools

The NC WISE project has undergone a dramatic transformation since 2004. NCDPI has assumed full responsibility for NC WISE, absorbing segments of the project that were once delivered by an outside vendor. This change is allowing NCDPI to deliver long-promised functionality, improve stability and reliability and move forward with statewide deployment.

The first phase of the NC WISE SAS Ad Hoc Reporting tool is complete and has been delivered to a small group of school districts to test and provide feedback on its design, content and performance. This tool allows users to create a variety of reports to meet the data needs of school and district personnel. Providing them with the ability to dynamically create custom reports allows them to highlight a particular area of school business. Administrators, educators and staff can use this data to make decisions that benefit the schools and communities they serve. Work is underway on the second and third phases of the project. The NC WISE SAS Ad Hoc Reporting Tool will be complete by spring 2007.

User satisfaction continues to increase as they discover that NC WISE allows educators to collect more student data than SIMS or other previous student accounting systems. The real-time data available in NC WISE helps educators and administrators monitor and evaluate student performance and improve communications between schools and families. NC WISE also provides the tools to gather the information needed to support the state’s approximately $6 billion public school budget to satisfy Federal and State student accountability requirements and to provide easier transfer of student information when needed.

Wave 1 deployment of NC WISE was completed in March 2005 with 36 local school districts and 23 charter schools joining five pilot districts that converted to NC WISE between 2000 and 2003. After a year’s hiatus to resolve issues with the system, deployment is back on track with Wave 2 to begin in mid-January 2007. When Wave 2 deployment is complete in March 2007, 33 local school districts and charter schools will join those that converted to NC WISE during the pilot and Wave 1 years. Statewide deployment of NC WISE is expected to be completed by 2008.
Focus on Learning

SUPPORTING FUTURE-READY SCHOOLS
Because of the central role that schools can play in community life, public schools are hubs of activity in service to and support of student learning, growth and development. Schools partner in these activities with other agencies to strengthen student health, to support families and to provide community educational, cultural and recreational opportunities. Despite these many worthwhile activities, the schools' core responsibility remains educating young people for the future. To that end, the State Board of Education and Department of Public Instruction consistently work to keep the primary focus on student learning and achievement. By setting challenging standards, ensuring that a strong curriculum is in place and by supporting accountability for all schools, the Board keeps the focus on student achievement.

North Carolina has had a state Standard Course of Study for many decades. The Standard Course of Study sets the goals and objectives that teachers and students should meet at every grade level and in every subject. The Course of Study is on a constant revision cycle to make sure that it remains current, relevant and aligned with national standards in all subjects.

The Standard Course of Study sets the expectations for learning. The accountability system measures how well students are learning. North Carolina is known nationally as a leader in accountability because it was one of the very first states to use school-level accountability and to measure student achievement growth from year to year.

In 2005-06, the State's ABCs of Public Education accountability model passed its 10-year anniversary, and with that, NCDPI and the State Board undertook a comprehensive review of the model to apply lessons learned during a decade as one of the United States' leaders in school-based accountability. The result was the implementation of new growth formulas to measure the academic progress of students from year to year. As a result, the ABCs results for the 2005-06 school year should not be compared to the results from prior years. These results represent a fresh start in terms of measuring student achievement. The new formulas provide greater stability and reliability for information about student performance. Even with new formulas, however, the ABCs core emphases remain fixed on measuring student achievement growth in addition to the overall percentage of students who are performing at proficiency or better.

North Carolina's performance on various student achievement measures continues to show areas in which student performance is strong and other areas where improvements are needed. The National Assessment of Educational Progress (NAEP) results indicate that North Carolina, in many categories, compares well to the nation's performance.

**EOG Multiple Choice Test Results Chart**

Assessment results reported for 2004-05 and earlier did not include alternate assessments given to some students with disabilities. Also, mathematics standards were changed significantly in 2005-06, making comparisons with prior years inappropriate.
National Assessment of Educational Progress

The NAEP assessments are also called “The Nation’s Report Card.” NAEP standards for performance are set at a very ambitious level. The “Proficient” level on NAEP is set differently from the “Proficient” level for North Carolina’s own state tests. In fact, some researchers say that NAEP is so challenging that even some of the best-performing nations in the world would not meet the “Proficient” standard it sets.

SAT Results

North Carolina is a national leader in gains on the SAT over time. This is especially significant because North Carolina continues to have a significant number of students taking this college entrance exam.
• The number of students taking Advanced Placement (AP) courses in North Carolina reached an all-time high in 2006. A total of 41,038 students took 76,578 AP exams. Students who take these college-level courses are more likely to complete a bachelor’s degree in four or fewer years, according to The College Board’s research.

• Forty-four percent of North Carolina 2005-06 high school graduates completed the college/university prep course of study. Another 24 percent completed the college tech prep course of study, and 21 percent a combination course of study. Only 9 percent completed a career prep course of study.
Snapshots of School Success

School improvement efforts succeed every day in classrooms across North Carolina. Over the past few years, many struggling schools beat the odds and dramatically increased student learning by using innovative strategies for success.

Schools’ struggles often become apparent through NCLB’s Adequate Yearly Progress (AYP) measure, which extrapolates achievement scores for groups that often fall below overall averages.

Below are success stories from a few North Carolina schools, all of which are Title I schools, meaning that they have a significant percentage of students living in poverty. Key to making positive changes in student achievement for the 21st century will be effective teaching, a common element in each of the four schools featured here.

St. Stephens Elementary (2005-06 statistics)
- Grade Span: K-6
- Location: Conover, Catawba County
- Total Students: 750

- Race/Ethnicity Enrollment: 10.8 percent black, 24.4 percent Hispanic, 51 percent white
- Free or Reduced-Price Lunch Eligible: 59.6 percent
- English Language Learners: 19.9 percent
- Special Education Students: 12 percent
- Percentage Proficient: In reading and math, 76.2 percent (based on students in grades 3-6 assessed on the 2006 state exams)
- Interesting Fact: The school has a small radio station featuring continuous loop announcements of upcoming events. Parents can tune into this FM station as they get closer to St. Stephens to keep informed. The program is translated.

St. Stephens Elementary, a 2006 National Title I Distinguished School in Catawba County, attributes its success in exiting Title I School Improvement to inclusion and co-teaching models. St. Stephens went into Title I School Improvement when it met 28 of 29 target goals, all except students with disabilities in reading, but the school faced additional challenges as well. St. Stephens’ limited English proficient population increased from two students in 1996 to over 200 in 2006. The free and
reduced-price lunch student population increased from seven percent in 1996 to 60 percent in 2006. The school made big changes to meet all 29 of its target goals for 2004-05 and 2005-06 and exit Title I School Improvement. Those changes are reflected not only in the school’s Title I recognition, but in its selection as one of 10 schools nationwide selected by the Character Education Partnership (CEP) to be a 2006 National School of Character.

Exceptional children’s teachers, limited English proficient teachers, literacy and remediation specialists all share the classroom at St. Stephens. A master schedule and a “sacred” block of co-planning 45 minutes per week allows for successful co-teaching. Regular classroom teachers and inclusion teachers have equal responsibility for the achievement of all students. Instructional assistants are treated as key players and are provided with staff development, meeting times and regular observations and evaluations.

To provide time, information and support for the co-teaching approach, the school has a six-day rotation, hires permanent substitute teachers, contracts with retired teachers and works hard to keep everyone informed. Marsha Woodard, St. Stephens principal from 1998 to 2006 and now director of school improvement and professional learning for Catawba County Schools, believes true co-teaching doesn’t just happen without resources, support, teacher preparation time, commitment, a vision, restructuring and staff development.

Dramatic demographic changes prompted St. Stephens to change the school’s culture and integrate a positive, caring environment with the philosophy of “Love them first, and teach them second.” Teachers and administrators use positive behavior support to encourage and recognize students who model positive character traits, perform community service and build empathy and respect for differences and diversity. “The school renewed my faith in our educational process,” said CEP site visitor Penny Keith.

St. Stephens’ literacy specialist Kathy Frye (left) and ESL teacher Ana Ziong team teach with the regular education teacher.

Troutman Elementary (2005-06 statistics)

- Grade Span: K-5
- Location: Troutman, Iredell County
- Total Students: 744
- Race/Ethnicity Enrollment: 15.9 percent black, 8.6 percent Hispanic, 72.8 percent white
- Free or Reduced-Price Lunch Eligible: 46.6 percent
- English Language Learners: 6.3 percent
- Special Education Students: 17.9 percent
- Percentage Proficient: In reading and math, 75.4 percent (based on students in grades 3-5 assessed on the 2006 state exams)
- Interesting Fact: Starting this year, tutors work with small groups of students in specialized sessions three days a week for 30 minutes in grades 3-5. Teacher assistants from grades K-3 and regular classroom teachers serve as the tutors.
Third Creek Elementary (2005-06 statistics)

- Grade Span: K-5
- Location: Statesville, Iredell County
- Total Students: 651
- Race/Ethnicity Enrollment: 28.6 percent black, 23.7 percent Hispanic, 45.2 percent white
- Free or Reduced-Price Lunch Eligible: 66.6 percent
- English Language Learners: 11.1 percent
- Special Education Students: 13.2 percent
- Percentage Proficient: In reading and math, 67.8 percent (based on students in grades 3-5 assessed on the 2006 state exams)
- Interesting Fact: The Third Creek staff is researching high-yield instructional strategies as part of a pilot along with the middle and high schools that Third Creek feeds. School staffs will pass along their findings to the entire district.

The 2004 school year revealed challenges for two Iredell-Statesville schools.

At Third Creek Elementary, Hispanic students were below AYP target goals in reading. Then, in 2005, only 63.9 percent of black students scored proficient in reading, falling short of the 76.7 percent goal. Hispanic students made AYP that year using safe harbor because that group of students’ performance jumped from 48.9 percent to 67.2 percent proficient in a population of 62-68 students. For 2006, black students made AYP using safe harbor because student performance increased from 63.9 percent to 74.7 percent proficient in reading among that group’s 82-90 students.

The school’s record shows the difficulty of paying attention to diverse groups of students with wide-ranging needs in different subjects while responding to Title I School Improvement sanctions. Third Creek is in year two of Title I School Improvement, which means it had to offer public school choice and supplemental education services for 2006-07. In addition, although the school made AYP for 2006, both the black and Hispanic student groups have made math AYP using the safe harbor clause over the years. The challenge of making AYP one more year to emerge from Title I sanctions will take a juggling act that many schools must embark on to make sure all students are learning according to expectations.

At Troutman Elementary, only 44.2 percent of the school’s 49 students with disabilities scored proficient in reading, as opposed to the 68.9 percent goal in 2004. This was the school’s second year missing AYP.
due to the performance in reading of its students with disabilities in reading. That percentage, however, jumped to 73.4 percent in 2005, keeping up with the target goal jump of 76.7 percent when factoring in safe harbor. Troutman made AYP again in 2006 and exited Title I School Improvement.

Many strategies are used by the two schools to meet diverse student needs. Key to success for both schools, however, is the use of an Iredell-Statesville Schools (I-SS) model, based on the works of Richard and Rebecca DuFour and Richard Eaker (see chart). The model focuses collaborative grade-level teacher teams on using instructional guides, quarterly predictive assessment data and answering five learning-centered questions.

The teacher teams, called Professional Learning Communities (PLCs), use weekly common time for collaborative discussions between grade level teachers. PLC meetings are a dynamic time during which teachers discuss learning strategies

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**ISS Model to Raise Achievement & Close Gaps**

- **Quarterly Predictive Assessments**
- **Lead Teacher Support**
  - 1. What do students need to learn?
  - 2. How will they learn it?
  - 3. How will we know they’ve learned it?
  - 4. What will we do if they don’t learn it?
  - 5. What will we do if they already know it?
- **Instructional Guides**
- **Professional Learning Communities**

**Continuous Improvement Approach** (Aligned Strategic Plans, PDSA, Systems Checks, Data Warehouse)
for individual students or their entire classroom, whatever is currently challenging. It’s a time to share best practices and focus on instruction, not operational issues. Instructional guides are used to make sure the entire NC Standard Course of Study is taught, but the guides leave room for teachers to determine pacing for their classes.

Students take predictive assessments quarterly. “We want to look at the data over the course of the school year and use that information to drive instruction rather than waiting until the end of the year to analyze end-of-grade results,” says Troutman Lead Teacher Kim Rector. All students performing below expectations work with their teachers and parents to develop a student support plan.

Weekly benchmark testing determines where students stand and helps classrooms enact a Plan/Do/Study/Act model. Students set class goals and review their progress according to weekly tests. “They’re running their own classroom and taking responsibility,” says Third Creek Principal Amy Rhyne. “Now, you have to look at what they’re saying. They may say they need 10 minutes after lunch to review reading questions with a buddy and that’s reasonable. They may say they want to wear their bathing suits to school and that’s not.” “It’s very concrete to them when they see the predictive assessment data,” says Troutman Principal Kim Cressman.

Teachers at both schools focus on the data and on small-group instruction using skill-based learning targets. Reading achievement increased by 20 percent for Third Creek’s Hispanic students in 2005-06. “People ask what we did for that group, but we didn’t do anything that we don’t do for all of our students,” says Rhyne. “It’s all about knowing where they are and moving forward from there.”
best and we got the best,” says Principal Beverly Brown of the school’s tutors. “That’s the key right there. You’ve got to have teachers who are good.”

A common planning period helps teachers support each other. Teachers in this small middle school teach multiple subjects, and all teachers need to be ready to help their students in the basics – grammar, writing, math basic operations and problem solving.

The personal approach goes beyond teaching to include many elements that affect learning for middle school students. For instance:

- Sixth grade teachers visit the three elementary feeder schools to talk to their prospective students’ fifth grade teachers each spring.
- Each summer features “locker day,” when sixth grade initiates practice working their locker combinations.
- Each student chooses a trusted teacher in the school as his/her coach to whom he/she can talk about issues of concern.
- Each student has the opportunity to participate in an anonymous survey about bullying.
- Unlike many middle schools, Cane River Middle focuses on parent involvement.

Science is an integrated part of the curriculum at Cane River Middle.
2007-2009

BIENNIAL BUDGET REQUEST FOR PUBLIC SCHOOLS
The State Board of Education and the Department of Public Instruction have one guiding mission: “that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.” The biennial budget outlined below enables North Carolina public schools to fully embrace this mission and these goals of providing a 21st century education. This request reflects the goals in place to accomplish this mission.

I. Globally Competitive Students

North Carolina schools will produce globally competitive students.

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<tr>
<th>#</th>
<th>DESCRIPTION</th>
<th>ESTIMATED COST</th>
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<tbody>
<tr>
<td>1</td>
<td>Continue funding for the Enhancing Education through Technology Competitive Grant (a Federal grant that is being eliminated). Funds were distributed based on competitive application to 10 Impact Schools to increase the school’s ability to deliver classroom instruction through the use of technology. (10 grants at $400,000 each)</td>
<td>$4,000,000</td>
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<tr>
<td>2</td>
<td>Expand funding for children with Special Needs: Additional funding is required to reach the State Board-targeted funding ratio of 2.5 times the State average per pupil funding level (inclusive of all funding sources). We estimate that we are currently funding between 1.9 and 1.95. This request is to fund 25 percent of the additional needed resources.</td>
<td>$25,000,000</td>
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<tr>
<td>3</td>
<td>Pay fee for low income students to take AP/IB exams (non-recurring).</td>
<td>$250,000</td>
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<tr>
<td>4</td>
<td>Expand critical languages (e.g., Farsi, Urdu, Chinese).</td>
<td>$1,000,000</td>
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<tr>
<td>5</td>
<td>Fund the Graduation Project (trainer and pilot management tool for project).</td>
<td>$750,000</td>
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<tr>
<td>6</td>
<td>Expand Learn and Earn into 20 more high schools bringing total to 54 and provides planning grants to 20 more high schools. (8,232,388 R and 1,433,360 NR)</td>
<td>$9,665,748</td>
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II. 21st Century Professionals

North Carolina public school will be led by 21st Century professionals.

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<th>DESCRIPTION</th>
<th>ESTIMATED COST</th>
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<tr>
<td>1</td>
<td>Fund one, full-time mentor for every 15 newly hired teachers in their 1st-3rd year of teaching and every 15 new instructional support personnel in the 1st-2nd year.</td>
<td>$35,000,000</td>
</tr>
<tr>
<td>2</td>
<td>Develop/implement a focused training program for science, social studies, and literacy to improve 21st century classroom instruction [$30,000 per LEA &lt; 20,000 in ADM (96) and $50,000 other (19)].</td>
<td>$3,830,000</td>
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<tr>
<td>3</td>
<td>Support course attainment by lateral entry teacher (5,675 lateral entry teachers; two courses per year at $250 per course).</td>
<td>$2,837,500</td>
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<tr>
<td>4</td>
<td>Expand Literacy Coaches to an additional 100 middle schools ($57,044 times 100).</td>
<td>$5,704,400</td>
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</table>

III. Healthy and Responsible Students

North Carolina public school students will be healthy and responsible.

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<th>#</th>
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<tbody>
<tr>
<td>1</td>
<td>Expand kindergarten school breakfast program (based on the initiating formula and an additional 106 schools).</td>
<td>$459,255</td>
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<tr>
<td>2</td>
<td>Offset the loss of revenue as we implement new standards for child nutrition.</td>
<td>$15,000,000</td>
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IV. Leadership

Leadership will guide innovation in North Carolina public schools.

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<th>#</th>
<th>DESCRIPTION</th>
<th>ESTIMATED COST</th>
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<tbody>
<tr>
<td>1</td>
<td>Fund differential pay among elementary, middle (615) and high school (492) principals and assistant principals based on time demands of job. Pay middle school 10 percent more than elementary and high school 15 percent more than elementary.</td>
<td>$10,342,313</td>
</tr>
<tr>
<td>2</td>
<td>Implement a mentor program for principals. (790 &lt; 3 years of experience; therefore, 1:15 = 55 positions)</td>
<td>$3,837,900</td>
</tr>
<tr>
<td>3</td>
<td>Fund assistance teams from recurring appropriations. (Currently, most of the funding needed for assistance teams, turnaround teams, and LEA assistance is funded from State Public School Fund reversions.) To assure continued service, all needed resources should be funded from recurring appropriations.</td>
<td>$10,300,000</td>
</tr>
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V. 21st Century Systems

North Carolina public schools will be governed and supported by 21st Century systems.

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<th>#</th>
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<tbody>
<tr>
<td>1</td>
<td>Increase funding for staff development categorical allotment. (currently $12.3 million)</td>
<td>$ 2,000,000</td>
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<tr>
<td>2</td>
<td>Fund new salary increments and signing bonuses for principals in hard-to-staff schools (defined as a composite of &lt; 60 percent of 195 schools @ $15,000 each).</td>
<td>$ 2,925,000</td>
</tr>
<tr>
<td>3</td>
<td>Increase one month of employment for assistant principals so the ratio to students will decrease from 1:80 to 1:72.5.</td>
<td>$ 11,441,672</td>
</tr>
<tr>
<td>4</td>
<td>Fully fund the school connectivity initiative proposed during the last session of the General Assembly. $6 million in non-recurring funds was appropriated in FY 2006-07.</td>
<td>$ 24,000,000</td>
</tr>
<tr>
<td>5</td>
<td>Establish a base-line cost to establish 21st century classrooms as we implement the connectivity listed above. Classrooms would be equipped with digital white board technology, data projector, computers, document cameras; each school provides a technology facilitator. The cost would be $7,233 per classroom. Cost was estimated using 10 schools/406 classrooms per LEA in 41 LEAs (with a 189-classroom reserve). The other LEAs will be phased-in over time.</td>
<td>$121,766,143</td>
</tr>
<tr>
<td>6</td>
<td>Increase funding factor for Academically and Intellectually Gifted by 10 percent from $1,013 to $1,114 (funded based on 4 percent of ADM).</td>
<td>$ 5,810,832</td>
</tr>
<tr>
<td>7</td>
<td>Reduce the allotment ratio by one for each allotment category of DSSF. (Hold the 16 originally funded LEAs harmless.)</td>
<td>$ 39,881,653</td>
</tr>
<tr>
<td>8</td>
<td>Fund a School Resource Officer for every 1,000 students in middle schools. (Total SROs = 341 @ $37,838 ($12.9 million); 47.7 percent State-funded = 163)</td>
<td>$ 6,200,000</td>
</tr>
<tr>
<td>9</td>
<td>Expand the More at Four Program from 18,653 to 21,853 slots and increase the per-child amount by $200 to $4,250.</td>
<td>$ 22,903,596</td>
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</table>
VI. Agency Request

The NC Department of Public Instruction’s agency request will provide additional capacity to continue current levels of support and services to local school districts.

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<tbody>
<tr>
<td>1</td>
<td>Add staff member to assist with NCDPI employee induction and training.</td>
<td>$51,720</td>
</tr>
<tr>
<td>2</td>
<td>Fund the Plant Operations Section from appropriations, rather than receipts, making engineering support available to all LEAs.</td>
<td>$826,164</td>
</tr>
<tr>
<td>3</td>
<td>State-fund the Federal grants, Enhancing Education Through Technology and Evaluating Technology, which are being eliminated. $375,148 is to fund 2.2 FTE currently employed at NCDPI and create two new positions currently under contract.</td>
<td>$375,148</td>
</tr>
<tr>
<td>4</td>
<td>Fund two permanent DPI positions to provide professional development to LEAs on 21st Century teaching and learning skills. (currently staffed by Teachers-on-Loan)</td>
<td>$158,000</td>
</tr>
<tr>
<td>5</td>
<td>Add a middle grades English Language Arts consultant to better assist LEAs.</td>
<td>$67,100</td>
</tr>
<tr>
<td>6</td>
<td>Add a consultant in the Exceptional Children Division to provide full-time leadership and technical assistance to LEAs in implementing the Positive Behavior Support initiative.</td>
<td>$90,000</td>
</tr>
<tr>
<td>7</td>
<td>Add three regional consultants in the Exceptional Children Division to train and provide technical assistance to LEAs implementing Response to Intervention.</td>
<td>$270,000</td>
</tr>
<tr>
<td>8</td>
<td>Increase Governors School funding to provide $20 more per week for the 800 students attending (current budget supports $128 per week). In addition, provide a 5.5 percent increase to the faculty.</td>
<td>$126,314</td>
</tr>
<tr>
<td>9</td>
<td>State-fund 4.82 FTE paid from the Title V Innovative Programs Federal grant which was reduced by 50 percent in 2005-06. (two federal positions eliminated)</td>
<td>$384,549</td>
</tr>
<tr>
<td>10</td>
<td>Establish a reserve to fund 5.04 FTE paid from the Safe and Drug Free Schools Federal grant which could be eliminated in 2007-08.</td>
<td>$431,008</td>
</tr>
<tr>
<td>11</td>
<td>Continue the non-recurring reserve of funds to be used to bring NCDPI’s information technology applications into compliance with State-wide architecture requirements. ($2 million funded in FY 2006-07)</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>12</td>
<td>Add two consultants, programmer, data analyst and a program assistant for the State testing program.</td>
<td>$391,360</td>
</tr>
</tbody>
</table>

AGENCY REQUEST $5,171,363
EXPANSION BUDGET CAP $370,077,375
AVAILABLE $0
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