Fiscal Research Division

Education

# North Carolina's Race to the Top Plan

Fiscal Brief

November 19, 2010

***North Carolina's Race to the Top plan will accelerate a multitude of reforms – many of which were already under way in the State prior to Race to the Top***


## Executive Summary

This Fiscal Brief provides an overview of the federal Race to the Top (RttT) program, focusing on the effect of RttT on State and local policies and budgeting in K-12 education.

RttT is a competitive federal grant program, designed to promote innovation and reform in K-12 education. North Carolina is one of only twelve recipients of the 2010 federal RttT grants, bringing nearly $400 million to the State's public school system for use over the next four years.

Of this amount, 50% will go to the State for efforts that benefit all Local Education Agencies (LEAs) and charter schools. The remaining 50% will be provided to the participating LEAs and charter schools for expenditures that align with the policy goals and initiatives laid forth in North Carolina's RttT plan.

North Carolina's RttT plan is designed to advance and accelerate North Carolina's commitment to reform across four priorities:

1. Great Teachers and Principals
2. Data-driven Decisions at All Levels
3. Turnaround of Lowest Achieving Schools
4. Statewide Standards and Assessments

The RttT initiatives are intended to be time-limited, focusing on building capacity, developing infrastructure, and creating sustainable reform.


## Introduction

The United States Department of Education (USED) awarded North Carolina's Race to the Top (RttT) grant on August 24, 2010. The RttT grant provides North Carolina with $399 million to be spent over four years through the 2013-14 school year. Of this amount, 50% will go to the State for efforts that benefit all local education agencies (LEAs) and charter schools. The remaining 50% will be provided to the participating LEAs and charter schools for expenditures that align with the policy goals and initiatives laid forth in North Carolina's RttT plan.

RttT is not a discrete project; instead, RttT will integrate into existing educational programs to advance and accelerate education reform efforts in North Carolina. State, LEA, and charter expenditures must align with the plan set forth in North Carolina's RttT application,[1] and conform to federally-approved Detailed Scope of Work (DSW) plans.

Because RttT funds must be used on certain new or existing initiatives, RttT is not a means to alleviate potential budget reductions in future years. Instead, the funds will be used to accelerate a multitude of reforms – many of which were already under way in the State prior to RttT.

An overview of the RttT initiatives, including associated budget amounts, can be found in Appendix A.

[1] North Carolina's RttT application can be found at: http://www.ncpublicschools.org/rttt/state/.

## The LEA/Charter Detailed Scope of Work

The DSW is the means by which the State, LEAs, and charter schools will be held accountable under RttT.

For LEAs and charter schools, the DSW will contain spending plans, budgets, and specific, measurable goals and targets that align with the State goals and targets. LEAs and charters are required to provide a budget for each required activity and any optional activity they plan to implement under RttT. LEAs and charters are encouraged to consider how they can leverage other State, federal, or local funds to supplement RttT funds in order to complete required and optional RttT activities. The North Carolina Department of Public Instruction (DPI) will monitor periodically each LEA and charter school's progress toward achievement of their stated goals.

As lessons are learned and best practices identified during implementation, it is expected that LEAs and charters will need to amend their DSWs. DPI is developing a process and guidance for LEAs and charters to use when adjusting the DSW.

## Distribution of RttT Funds

As noted previously, the RttT grant provides North Carolina with $399 million to be spent over four years through the 2013-14 school year. Of this amount, 50% will go to the State for efforts that benefit all LEAs and charter schools. The remaining 50% will be provided to the participating LEAs and charter schools for expenditures that align with the policy goals and initiatives laid forth in North Carolina's RttT plan. DPI expects to be able to release funds to participating LEAs and charters in late November or early December, after submission of the DSWs is complete.

Per the USED guidelines, the allocation of RttT funds to LEAs and charters will be based on 2009-10 Title I appropriations.[2] 115 LEAs and 51 charter schools received Title I appropriations in 2009-10. Due to the obligations placed on RttT grant recipients, 18 of the 51 eligible charter schools have opted to not participate in RttT. The allocations to non-participating charter schools have been divided amongst participating LEAs and charters.

Final LEA and charter school allotments can be found in Appendix B.

LEAs and charters will have until August 31, 2014 to expend their RttT allotments.

## The Four Pillars of North Carolina's Race to the Top Plan

The RttT grant is intended to create capacity that will continue beyond the four-year grant period. North Carolina's RttT plan is designed to advance and accelerate North Carolina's commitment to reform across four pillars:

1. Great Teachers and Principals
2. Data-driven Decisions at All Levels
3. Turnaround of Lowest Achieving Schools
4. Statewide Standards and Assessments

For each pillar listed above, certain responsibilities are placed on the State and certain responsibilities are placed on the LEA. Because each pillar has numerous objectives and activities, the following is a summary of each pillar focusing on major initiatives.

A more detailed summary of each pillar can be found in Appendices C through F.

[2]Title I is a federal program providing financial assistance to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Title I funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Additional information on Title I can be found at: http://www2.ed.gov/programs/titleiparta/index.html.

**Pillar One: Great Teachers and Principals**

The core of North Carolina's RttT plan aims to increase teacher and principal effectiveness so that every student has a great teacher, and every school has a great principal. State leaders have placed the highest priority on this pillar based on the extensive research indicating the importance of teacher and principal quality on student performance.

North Carolina's policy objectives under the Great Teachers and Principals pillar seek to advance five major goals:

- *Providing High-quality Pathways* – increasing the quantity and quality of teachers in high-need content and specialty areas, focusing on alternative routes to certification.
- *Teacher and Principal Evaluation* – developing an equitable, reliable, valid, and transparent evaluation that will inform professional development or staffing needs, and identify highly effective teachers.
- *Equitable Distribution of Effective Teachers and Principals* – recruiting new teachers and experienced effective teachers to high-need schools.
- *Improving the Effectiveness of Preparation Programs* – increasing the quantity and quality of candidates entering teacher preparation programs, and improving the relevancy and adequacy of the programs' content.
- *Providing Effective Support* – providing effective, ongoing, job-embedded professional development to address weaknesses or to implement school initiatives.

Major State initiatives and responsibilities under this pillar include:

- Incorporating student growth measures[3] into the new teacher and principal Evaluation System for every teacher in every subject, including subjects such as gym or art that are not currently tested;
- Increasing the number of Teach for America teachers in North Carolina from 395 during the 2009-10 school year to 550 over the next four years;
- Developing regional leadership academies to prepare principals to lead transformational changes in low-achieving schools;
- Providing an Induction Support Program for new teachers in high-need schools; and
- Enhancing professional development via the North Carolina Professional Development Initiative – a program that builds upon existing resources to provide a comprehensive, locally-customized system initially focusing on introducing new standards and assessments in mathematics and reading/English language arts, utilizing data to improve instruction, and implementing the teacher and principal Evaluation System.

Major LEA and charter school responsibilities under this pillar include:

- Using the Evaluation System as a primary factor in teacher and principal development plans, promotion, retention and removal; and
- Developing professional development plans that align local professional development initiatives with RttT initiatives by focusing on the transition to new standards and assessments, using data to improve instruction, or other objectives as approved in the LEA/charter DSW.

A more detailed summary of the Great Teachers and Principals pillar can be found in Appendix C.

[3] Student growth is defined by USED as "the change in student achievement between two or more points in time."

**Pillar Two: Data-Driven Decisions at All Levels**

In recent years, North Carolina has greatly advanced its capacity to use data systems to improve instruction. A 2007 federal grant allowed North Carolina to develop a new DPI longitudinal data system, called the Common Education Data Analysis and Reporting System (CEDARS). CEDARS has established unique student and staff identifiers that are not social security numbers, and has automated the reliable linking and analysis of data sets that had previously been housed in separate systems.

These upgrades have improved the ability of State, local, and federal policymakers to analyze trends and relationships between various educational factors and student performance over time. While CEDARS already includes all of the required elements of the America COMPETES Act,[4] RttT will allow North Carolina to significantly enhance data quality, data accessibility, and ensure that such data is being used to inform instructional and resource allocation decisions.

*The NC Education Cloud*

The primary activity to improve data-driven decisions at all levels is the creation of the NC Education Cloud. Under a cloud infrastructure, technology resources are placed on centralized servers, and then rapidly deliver what is needed, when it is needed, to individual devices such as desktop computers or smart phones. By taking advantage of economies of scale and eliminating the need for redundant technology resources to be located in each LEA or charter school, the cloud infrastructure is expected to provide LEAs and charters with additional technology tools at reduced costs.

The NC Education Cloud is expected to be fully operational by the end of the four-year RttT grant period, if not sooner. Once established, the NC Education Cloud is anticipated to save LEAs and charters approximately $25 million per year, and save DPI approximately $5 million per year. Additionally, LEAs will maintain a role in governing and overseeing the NC Education Cloud through an operations and advisory committee.

*State Instructional Improvement System (IIS)*

The IIS is a collection of technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement.

Upon completion, the IIS will provide educators with a set of online tools, to be hosted in the NC Education Cloud, to assess students using formative, benchmark, and summative assessments. The system will also have a data dashboard, through which educators can easily use student data to enhance instruction.

A more detailed summary of the Data-Driven Decisions at All Levels pillar can be found in Appendix D.

**Pillar Three: Turning Around Lowest-Achieving Schools**

RttT will build upon and expand North Carolina's current efforts to turn around its lowest-achieving schools.

Since 2004, the State Board has exercised its legal authority to intervene in over 700 public schools

[4] The 2007 America COMPETES Act (Public Law 110–69), codified the 12 elements of a P-16 education data system. The 12 elements are: 1. Unique student identifier; 2. Student level enrollment, demographic and program participation information; 3. Student level exit, transfer, dropout, or continuation to postsecondary institution information; 4. Ability to communicate with postsecondary data systems; 5. State data audit system assessing data quality, validity, and reliability; 6. Yearly individual student test records; 7. Information on students not tested by grade and by subject; 8. Teacher identifier with ability to match teachers to students; 9. Student level transcript information to include courses completed and grades earned; 10. Student level college readiness test scores; 11. Data on student transitions to secondary to postsecondary including information on remedial coursework; and 12. Additional data necessary to address preparation/alignment for student success in postsecondary education.

and more than 40 LEAs to improve student performance. Currently, DPI's District and School Transformation (DST) division has been providing targeted assistance to six LEAs[5] to provide customized support that focuses on building capabilities at the district level so that the school districts better support their schools. DST provides additional supports to 138 schools designated as turnaround[6] or low-performing.[7]

USED's RttT guidelines require the State to revise the criteria for intervening in the lowest-achieving schools to ensure that the lowest-achieving 5% of all schools are eligible. The lowest-achieving 5% of all schools are those that meet any of the following criteria:

- Any school in NC with a performance composite under 50%;
- Any high school in NC with a graduation rate below 60% in the prior year and one of two previous years; or
- The lowest 5% of Title I schools currently in improvement, corrective action, or restructuring status (as defined by the federal School Improvement Grant criteria[8]).

Under the revised criteria, 118 schools are classified as lowest-achieving. A full list of the lowest-achieving schools can be found in Appendix I.

Additionally, the State has identified 16 LEAs designated as "Transformation Districts." The Transformation Districts are those with a district-wide performance composite of less than 60% and limited support capacity (as measured by eligibility for the Low-Wealth and Disadvantaged Student Supplemental Funding allotments). A list of the lowest-achieving districts can be found in Appendix J.

In order to turn around the lowest-achieving 5% of schools and the Transformation Districts, the State will:

1. Ensure that all schools and all districts that meet the lowest-achieving criterion receive appropriate support services designed to significantly increase student performance.
2. Require district agreements to address the improvement of the lowest-achieving schools.
3. Increase the strategies and options available in school and district turnaround plans
4. Develop a set of Science, Technology, Engineering, and Mathematics (STEM) "cluster" high school networks.
5. Connect STEM schools with community and business collaborators.

Through a combination of school-specific and district-level support, the State is aiming to achieve a three-year increase of 20 points in the performance composite for each identified school. For high schools, the State seeks a three-year increase in graduation rates of no less than 15%, or an overall graduation rate of 60%, whichever is higher.

In order to implement this plan, RttT expands the DST division. DST will hire an additional 75 time-limited employees to provide services in the field to lowest-achieving schools and Transformation Districts.

A more detailed summary of the Turning Around Lowest-Achieving Schools pillar can be found in Appendix E.

[5] As of the fall 2010 semester, DST is providing targeted district support in the following LEAs: Bertie, Columbus, Halifax, Hertford, Lexington City, and Richmond.

[6] Turnaround schools are those high schools with performance composites below 60% in 2004-05 and 2005-06 or in 2005-06 and 2006-07 and those middle schools which fed a high school identified in 2005-06. For the 2009-10 school year, there were 63 turnaround schools (33 high schools, 30 middle schools).

[7] Low-performing schools are those schools with a performance composite below 50% and not meeting growth. For the 2009-10 school year, there were 75 low-performing schools.

[8] Additional information on the federal School Improvement Fund can be found at: http://www2.ed.gov/programs/sif/index.html.

**Pillar Four: Statewide Standards and Assessments**

RttT will provide North Carolina with the resources required to update the State's PK-12 *Standard Course of Study*[9] and school accountability (testing) system. The updates will be based on best practices in other states and countries.

The updates to the *Standard Course of Study* aim to develop standards and a curriculum that will best prepare students for success in college and the workplace. The updates to North Carolina's accountability system will allow for meaningful comparison of North Carolina's public schools' performance against other states and countries.

Under RttT, North Carolina will be able to implement new standards and assessments beginning in the 2012-13 school year. By the 2014-15 school year, all "paper and pencil" assessments will be phased out, and all assessments will be administered on-line. In order to meet these goals, DPI will work in partnership with LEAs and charters to advance four objectives in the area of Statewide Standards and Assessments:

1. Disseminate and develop instructional resources targeted to aid in the transition;
2. Publish an Online Assessment Best Practices Guide to assist teachers in transitioning to having all assessments administered online;
3. Create a communication schedule and media tools to build and reinforce educators' and stakeholders' belief that the new standards will improve student outcomes; and
4. Provide professional development to assist educators in the implementation of new standards and assessments.

A more detailed summary of the Statewide Standards and Assessments pillar can be found in Appendix F.

## Evaluation of Race to the Top Initiatives

With the numerous initiatives planned as part of North Carolina's RttT plan, it will be important to determine which programs or strategies have had the greatest impact.

Approximately $9.5 million has been budgeted for the evaluation of North Carolina's RttT plan. North Carolina's RttT evaluation plan is designed to inform both continuous improvement of the initiatives as they are implemented, and to guide future policy and funding decisions. The evaluations will be designed to determine impact on the target goals of each initiative and on the overall NC RttT student goals (see Appendix G for a list of the student goals).

The RttT Evaluation Team will be comprised of staff from university-based centers such as the SERVE Center at UNC-Greensboro, the Friday Institute for Educational Innovation at NC State University, and the Carolina Institute for Public Policy at UNC-Chapel Hill.

The evaluation effort in year one will focus on collecting baseline student, teacher, classroom, school, and district measures across all initiatives. Year two will emphasize data collection around the implementation processes of initiatives. In years three and four, evaluation efforts will focus on impact and effectiveness, as well as on sustainability and cost-benefit analyses. At the end of the grant period, a final evaluation report will summarize studies conducted in the following areas:

1. Enhancing LEA capacity in ARRA areas and overall progress toward measurable goals;
2. Strengthening the education workforce;
3. Improving the lowest-achieving schools and districts;
4. Reducing inequities between high- and low-poverty LEAs (and schools within LEAs); and
5. Reducing the achievement gap.

[9] The *Standard Course of Study* includes the curriculum that should be made available to every child in North Carolina's public schools. Additional information about the *Standard Course of Study* can be found at: http://www.ncpublicschools.org/curriculum/

LEAs and charters are expected to participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

## Reporting Requirements and Accountability

DPI will monitor LEAs and charters to ensure that expenditures conform with the spending plans set forth in the DSWs, and that LEAs and charters are progressing towards meeting the student achievement goals outlined in the DSWs.

DPI will soon release template documents for LEAs and charters to use for reporting. The types of reporting documents may include progress documents, year-end reports, DSW revisions, and annual budget projections. All reporting documents will be published to the RttT website when available.

RttT financial reporting requirements will be similar to the requirements on other federal funds provided through the American Recovery and Reinvestment Act. As with other federal programs, DPI will establish a set of program report codes that will align with each of the pertinent initiatives outlined in the State RttT application. LEAs and charter schools will report their expenditures monthly through the normal reporting process.

It is important to note that RttT funds are not allowed to be used to supplant funding for basic school operations. That is, State funds paying for basic school operations cannot be replaced by RttT funds.[10] RttT expenditures must be either for a new program or an enhancement or expansion of an existing program that is aligned with the RttT initiatives.

## Conclusion

RttT accelerates a number of initiatives focused on building capacity, developing infrastructure, and creating sustainable reform. The initiatives in North Carolina's RttT plan reflect the policy direction set forth by the Governor and the General Assembly over the past several years. Additionally, the plan has significant support from stakeholders, as evidenced by letters of support from the State's major educational associations, business leaders, higher education institutions, and parenting organizations.

Of course, the General Assembly retains the primary responsibility for education budgeting and policy over the coming years. The General Assembly is not bound by the current RttT plan, although departures from the plan would require negotiations with USED in order to maintain funding. At this time, it is unclear to what extent States will be able to modify their RttT plans without jeopardizing funding.

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[10] Other federal sources of funds such as EduJobs and the State Fiscal Stabilization Fund may be used for this purpose.

# Appendix A

## Overview of NC Race to the Top (RttT) Initiatives

| Lead Coordinator (NC DPI) | Proposal Section | RttT Initiative | Objectives | External Partners* | Budget |
|---|---|---|---|---|---|
| **A. State Success Factors** | | | | | |
| Peter Asmar<br>Philip Price | A2 | Technology infrastructures and resources | • Establish PK-12 education technology "cloud" infrastructure to provide cost-effective and robust networking infrastructure for LEAs<br>• Provide digital tools and resources to support all RttT initiatives<br>• Prepare all educators to make effective use of online resources and tools (linked to D5: Professional Development) | Friday Institute (NCSU)<br><br>NC e-Learning Commission<br><br>Contractors | $34,639,376 |
| Martez Hill | A2 | Evaluation and policy analyses | • Provide ongoing evaluations to inform continuous improvement of RttT initiatives<br>• Provide summative analyses to inform future program, policy, and funding decisions<br>• Conduct analyses of NC policies to inform the removal of policy barriers and the development of policies that support reforms | Friday Institute (NCSU)<br><br>SERVE (UNC-G)<br><br>Carolina Policy Institute (UNC-CH) | $9,498,277 |
| **B. Standards and Assessments** | | | | | |
| Angela Quick | B3 | Transition to new standards and assessments | • Generate stakeholder support for transition<br>• Ensure that all teachers understand the new standards and assessments<br>• Ensure that stakeholders understand and use summative assessments effectively and appropriately | Contractors<br><br>See also Section D5 | See Budgets for Sections C3, D5 |

* Note: The partners listed in this column are those identified at this point in time, and do not necessarily represent an exhaustive list.
Source: Department of Public Instruction

| Lead Coordinator (NC DPI) | Proposal Section | RttT Initiative | Objectives | External Partners* | Budget |
|---|---|---|---|---|---|
| **C. Data Systems to Support Instruction** | | | | | |
| Adam Levinson | C2 | State data use | • Ensure that NC data are accessible to all relevant stakeholders<br>• Ensure that all relevant stakeholders are prepared to make effective and appropriate use of the data (linked to D5: Professional Development)<br>• Ensure that data are used to support decision-making and continuous improvement processes | See also Section D5 | See Budget for Section D5 |
| Angela Quick | C3 | Instructional Improvement System | • Increase the use of instructional improvement systems<br>• Develop a statewide instructional improvement system to support curriculum-embedded assessments, diagnostic assessments, curriculum monitoring, and summative assessments to inform teacher planning and student placement decisions<br>• Provide technology infrastructure to support effective use of the instructional improvement system<br>• Prepare teachers to make effective use of the instructional improvement system (linked to D5)<br>• Improve student achievement outcomes, especially for low-performing students | Contractors<br><br>See also Section D5 | $23,299,248 |

| Lead Coordinator (NC DPI) | Proposal Section | RttT Initiative | Objectives | External Partners* | Budget |
|---|---|---|---|---|---|
| **D. Great Teachers & Leaders** | | | | | |
| Lynne Johnson/ Rebecca Garland | D2 | Teacher and principal evaluation processes | • Fully implement the new NC teacher and principal evaluation processes statewide, with student achievement growth data used as a significant component in the balanced evaluation | McREL<br><br>Contractor | $5,320,100 |
| Pat Ashley | D2 | Performance incentives for lowest-achieving schools | • Provide opportunities to earn incentives based on student performance<br>• Transition to classroom-level incentives by 2012-13 | N/A | $19,048,745 |
| Lynne Johnson/ Rebecca Garland | D2 | Teacher effectiveness evaluation planning | • Develop, with the engagement of all stakeholders, a state-level, equitable, reliable, and transparent system for integrating student achievement growth data into evaluations for all teachers and principals | Contractors | $700,840 |
| Lynne Johnson/ Bill Harrison | D3 | Regional Leadership Academies | • Increase the number of principals qualified to lead transformational change in low-performing schools in both rural and urban areas | NCPAPA<br>NCSU<br>Z. Smith Reynolds Found. | $18,608,809 |

| Lead Coordinator (NC DPI) | Proposal Section | RttT Initiative | Objectives | External Partners* | Budget |
|---|---|---|---|---|---|
| Lynne Johnson | D3 | Expand teacher recruitment and licensure programs | • Teach for America – Increase the number of TFA teachers in low-performing schools; focus recruitment on specific needs of each LEA<br>• NC Teacher Corps – Using TFA-like approach, recruit and prepare NC college graduates to teach in low-performing schools that are not served by TFA<br>• Induction Support Program for New teachers – Provide comprehensive, three-year induction program for novice teachers in low-achieving schools | Teach for America<br>UNC-GA<br>Contractors | $7,369,400<br>$5,100,000<br>$7,774,887<br>$20,244,287 |
| Lynne Johnson | D3 | Strategic staffing initiatives | • Support LEA development, implementation, and evaluation of programs to strengthen staffing in low-performing schools and high-needs subjects and specialties | Contractors | $250,000 |
| Bryan Setser | D3 | North Carolina Virtual Public School expansion | • Expand the availability and use of virtual courses in mathematics and science in low-performing schools and other schools in which curriculum offerings are limited and qualified teachers are unavailable locally | Contractors<br>NCVPS Teachers | $6,456,023 |

| Lead Coordinator (NC DPI) | Proposal Section | RttT Initiative | Objectives | External Partners* | Budget |
|---|---|---|---|---|---|
| Lynne Johnson | D4 | Research on effectiveness of teacher and principal | • Use data and lessons learned to inform decisions about program improvements, expansion and closure. | UNC-GA | N/A |
| Lynne Johnson | D5 | Professional Development | • Create, train, and support a cadre of teacher and principal professional development leaders to establish sustainable professional development capacity statewide<br>• Develop resources (for workshops, professional learning communities, virtual courses, webinars, etc.) to support effective professional activities, with the capacity to create additional resources as needed<br>• Align professional development with reform initiatives in the RttT plan<br>• Expand the online professional development infrastructure to provide accessible and high-quality online professional development for all educators throughout NC<br>• Evaluate professional development activities to determine the impact on teaching practices and student achievement, to inform continuous improvement of professional development activities | Contractors<br><br>Friday Institute<br>Teacher Academy<br>LEARN NC<br>Kenan Fellows<br>NCCAT<br>RESAs<br>Public School Forum<br>National Staff Devel Council<br>NCAE<br>NCPAPA<br>NCSBA<br>Center for School Leadership | $37,027,995 |

| Lead Coordinator (NC DPI) | Proposal Section | RttT Initiative | Objectives | External Partners* | Budget |
|---|---|---|---|---|---|
| **E. Turning Around the Lowest-Achieving Schools** | | | | | |
| Pat Ashley | E2 | District and School Transformation support system | • Improve performance of all low-performing schools, with a specific target of moving all schools above the 60% performance level | N/A | $41,980,147 |
| June Atkinson | E2 | Science, Technology, Engineering, and Mathematics (STEM) thematic schools and network | • Develop four coordinated STEM anchor schools, each focused on a major area relevant to NC economic development<br>• Use the anchor schools as centers for professional development, curriculum development, technology use, and innovation to impact networks of STEM schools throughout NC lowest-achieving schools, as described in Section E. | New Schools Project<br><br>NC STEM Community Collaborative<br><br>JOBS Commission | $10,146,297 |

# Appendix B

## Race to the Top FY 10-11 Final Allocations
## Based on FY 2009-10 FINAL Title I & ARRA Allotments

| LEA No. | LEA/Charter School Name | Total RttT Allocation | Share of NC Education Cloud Costs | Available RttT Allocation |
|---|---|---|---|---|
| 010 | Alamance-Burlington Schools | 2,481,186 | 429,733 | 2,051,453 |
| 020 | Alexander County Schools | 495,188 | 85,765 | 409,423 |
| 030 | Alleghany County Schools | 204,426 | 35,406 | 169,020 |
| 040 | Anson County Schools | 725,551 | 125,663 | 599,888 |
| 050 | Ashe County Schools | 397,369 | 68,823 | 328,546 |
| 060 | Avery County Schools | 365,325 | 63,273 | 302,052 |
| 070 | Beaufort County Schools | 1,128,915 | 195,524 | 933,391 |
| 080 | Bertie County Schools | 749,756 | 129,855 | 619,901 |
| 090 | Bladen County Schools | 1,119,484 | 193,891 | 925,593 |
| 100 | Brunswick County Schools | 1,969,318 | 341,080 | 1,628,238 |
| 110 | Buncombe County Schools | 3,523,771 | 610,306 | 2,913,465 |
| 111 | Asheville City Schools | 1,028,642 | 178,157 | 850,485 |
| 120 | Burke County Schools | 1,589,056 | 275,220 | 1,313,836 |
| 130 | Cabarrus County Schools | 1,661,982 | 287,850 | 1,374,132 |
| 132 | Kannapolis City Schools | 684,875 | 118,618 | 566,257 |
| 140 | Caldwell County Schools | 1,368,281 | 236,982 | 1,131,299 |
| 150 | Camden County Schools | 73,933 | 12,805 | 61,128 |
| 160 | Carteret County Schools | 891,950 | 154,483 | 737,467 |
| 170 | Caswell County Schools | 402,219 | 69,663 | 332,556 |
| 180 | Catawba County Schools | 1,087,520 | 188,355 | 899,165 |
| 181 | Hickory City Schools | 615,473 | 106,598 | 508,875 |
| 182 | Newton Conover City Schools | 421,242 | 72,958 | 348,284 |
| 190 | Chatham County Schools | 878,103 | 152,085 | 726,018 |
| 200 | Cherokee County Schools | 551,508 | 95,520 | 455,988 |
| 210 | Edenton/Chowan Schools | 401,553 | 69,548 | 332,005 |
| 220 | Clay County Schools | 142,585 | 24,696 | 117,889 |
| 230 | Cleveland County Schools | 3,192,546 | 552,939 | 2,639,607 |
| 240 | Columbus County Schools | 1,327,508 | 229,921 | 1,097,587 |
| 241 | Whiteville City Schools | 612,796 | 106,134 | 506,662 |
| 250 | Craven County Schools | 2,121,344 | 367,410 | 1,753,934 |
| 260 | Cumberland County Schools | 10,200,402 | 1,766,678 | 8,433,724 |
| 270 | Currituck County Schools | 244,716 | 42,384 | 202,332 |
| 280 | Dare County Schools | 292,491 | 50,659 | 241,832 |
| 290 | Davidson County Schools | 1,587,904 | 275,020 | 1,312,884 |
| 291 | Lexington City Schools | 1,086,885 | 188,245 | 898,640 |
| 292 | Thomasville City Schools | 801,124 | 138,752 | 662,372 |
| 300 | Davie County Schools | 407,532 | 70,583 | 336,949 |
| 310 | Duplin County Schools | 1,610,717 | 278,971 | 1,331,746 |
| 320 | Durham Public Schools | 5,534,098 | 958,489 | 4,575,609 |
| 330 | Edgecombe County Schools | 1,070,030 | 185,326 | 884,704 |
| 340 | Forsyth County Schools | 9,685,633 | 1,677,521 | 8,008,112 |
| 350 | Franklin County Schools | 1,090,441 | 188,861 | 901,580 |

Source: Department of Public Instruction

# Appendix B

## Race to the Top FY 10-11 Final Allocations
## Based on FY 2009-10 FINAL Title I & ARRA Allotments

| LEA No. | LEA/Charter School Name | Total RttT Allocation | Share of NC Education Cloud Costs | Available RttT Allocation |
|---|---|---|---|---|
| 360 | Gaston County Schools | 5,197,053 | 900,113 | 4,296,940 |
| 370 | Gates County Schools | 211,908 | 36,702 | 175,206 |
| 380 | Graham County Schools | 221,453 | 38,355 | 183,098 |
| 390 | Granville County Schools | 903,135 | 156,420 | 746,715 |
| 400 | Greene County Schools | 582,490 | 100,886 | 481,604 |
| 410 | Guilford County Schools | 12,025,181 | 2,082,723 | 9,942,458 |
| 420 | Halifax County Schools | 1,775,457 | 307,504 | 1,467,953 |
| 421 | Roanoke Rapids City Schools | 447,618 | 77,526 | 370,092 |
| 422 | Weldon City Schools | 453,120 | 78,479 | 374,641 |
| 430 | Harnett County Schools | 2,894,341 | 501,291 | 2,393,050 |
| 440 | Haywood County Schools | 995,299 | 172,383 | 822,916 |
| 450 | Henderson County Schools | 1,452,078 | 251,496 | 1,200,582 |
| 460 | Hertford County Schools | 718,513 | 124,444 | 594,069 |
| 470 | Hoke County Schools | 1,169,581 | 202,568 | 967,013 |
| 480 | Hyde County Schools | 133,926 | 23,196 | 110,730 |
| 490 | Iredell-Statesville Schools | 1,713,661 | 296,801 | 1,416,860 |
| 491 | Mooresville City Schools | 228,246 | 39,532 | 188,714 |
| 500 | Jackson County Schools | 452,694 | 78,405 | 374,289 |
| 510 | Johnston County Schools | 3,132,525 | 542,544 | 2,589,981 |
| 520 | Jones County Schools | 217,233 | 37,624 | 179,609 |
| 530 | Lee County Schools | 1,140,616 | 197,552 | 943,064 |
| 540 | Lenoir County Public Schools | 1,712,977 | 296,682 | 1,416,295 |
| 550 | Lincoln County Schools | 1,034,876 | 179,237 | 855,639 |
| 560 | Macon County Schools | 587,325 | 101,723 | 485,602 |
| 570 | Madison County Schools | 383,492 | 66,420 | 317,072 |
| 580 | Martin County Schools | 770,239 | 133,403 | 636,836 |
| 590 | Mcdowell County Schools | 787,348 | 136,366 | 650,982 |
| 600 | Charlotte-Mecklenburg Schools | 18,318,594 | 3,172,723 | 15,145,871 |
| 610 | Mitchell County Schools | 282,835 | 48,986 | 233,849 |
| 620 | Montgomery County Schools | 618,370 | 107,100 | 511,270 |
| 630 | Moore County Schools | 1,260,956 | 218,393 | 1,042,563 |
| 640 | Nash-Rocky Mount Schools | 3,112,024 | 538,993 | 2,573,031 |
| 650 | New Hanover County Schools | 3,759,737 | 651,175 | 3,108,562 |
| 660 | Northampton County Schools | 747,643 | 129,489 | 618,154 |
| 670 | Onslow County Schools | 3,366,966 | 583,148 | 2,783,818 |
| 680 | Orange County Schools | 329,440 | 57,058 | 272,382 |
| 681 | Chapel Hill-Carrboro Schools | 533,792 | 92,451 | 441,341 |
| 690 | Pamlico County Schools | 234,621 | 40,636 | 193,985 |
| 700 | Pasquotank County Schools | 1,091,198 | 188,992 | 902,206 |
| 710 | Pender County Schools | 812,625 | 140,744 | 671,881 |
| 720 | Perquimans County Schools | 287,743 | 49,836 | 237,907 |
| 730 | Person County Schools | 589,023 | 102,017 | 487,006 |

# Appendix B

## Race to the Top FY 10-11 Final Allocations
## Based on FY 2009-10 FINAL Title I & ARRA Allotments

| LEA No. | LEA/Charter School Name | Total RttT Allocation | Share of NC Education Cloud Costs | Available RttT Allocation |
|---|---|---|---|---|
| 740 | Pitt County Schools | 3,848,306 | 666,514 | 3,181,792 |
| 750 | Polk County Schools | 224,593 | 38,898 | 185,695 |
| 760 | Randolph County Schools | 2,646,880 | 458,432 | 2,188,448 |
| 761 | Asheboro City Schools | 1,277,820 | 221,314 | 1,056,506 |
| 770 | Richmond County Schools | 1,359,169 | 235,404 | 1,123,765 |
| 780 | Robeson County Schools | 7,814,425 | 1,353,434 | 6,460,991 |
| 790 | Rockingham County Schools | 2,020,514 | 349,947 | 1,670,567 |
| 800 | Rowan-Salisbury Schools | 2,412,369 | 417,815 | 1,994,554 |
| 810 | Rutherford County Schools | 1,568,541 | 271,667 | 1,296,874 |
| 820 | Sampson County Schools | 1,354,891 | 234,663 | 1,120,228 |
| 821 | Clinton City Schools | 556,797 | 96,436 | 460,361 |
| 830 | Scotland County Schools | 1,559,576 | 270,114 | 1,289,462 |
| 840 | Stanly County Schools | 1,037,873 | 179,756 | 858,117 |
| 850 | Stokes County Schools | 554,146 | 95,976 | 458,170 |
| 860 | Surry County Schools | 1,265,215 | 219,132 | 1,046,083 |
| 861 | Elkin City Schools | 121,003 | 20,958 | 100,045 |
| 862 | Mount Airy City Schools | 361,357 | 62,586 | 298,771 |
| 870 | Swain County Schools | 192,534 | 33,346 | 159,188 |
| 880 | Transylvania County Schools | 430,989 | 74,646 | 356,343 |
| 890 | Tyrrell County Schools | 139,451 | 24,153 | 115,298 |
| 900 | Union County Public Schools | 2,139,959 | 370,634 | 1,769,325 |
| 910 | Vance County Schools | 1,422,771 | 246,419 | 1,176,352 |
| 920 | Wake County Schools | 12,417,126 | 2,150,607 | 10,266,519 |
| 930 | Warren County Schools | 645,830 | 111,855 | 533,975 |
| 940 | Washington County Schools | 550,820 | 95,400 | 455,420 |
| 950 | Watauga County Schools | 301,000 | 52,132 | 248,868 |
| 960 | Wayne County Public Schools | 3,111,190 | 538,849 | 2,572,341 |
| 970 | Wilkes County Schools | 1,264,013 | 218,923 | 1,045,090 |
| 980 | Wilson County Schools | 2,106,926 | 364,913 | 1,742,013 |
| 990 | Yadkin County Schools | 589,672 | 102,130 | 487,542 |
| 995 | Yancey County Schools | 391,930 | 67,881 | 324,049 |
| 01B | River Mill | 0 | 0 | 0 |
| 01C | Clover Garden CS | 0 | 0 | 0 |
| 01D | The Hawbridge School | 0 | 0 | 0 |
| 06A | Grandfather Academy | 0 | 0 | 0 |
| 06B | Crossnore Academy | 88,179 | 15,272 | 72,907 |
| 07A | Washington Montessori | 0 | 0 | 0 |
| 10A | Charter Day School | 65,384 | 11,324 | 54,060 |
| 11A | Evergreen Community | 0 | 0 | 0 |
| 11B | Art Space Charter School | 22,121 | 3,831 | 18,290 |
| 11K | Francine Delaney | 0 | 0 | 0 |
| 12A | New Dimensions | 0 | 0 | 0 |

# Appendix B

## Race to the Top FY 10-11 Final Allocations
## Based on FY 2009-10 FINAL Title I & ARRA Allotments

| LEA No. | LEA/Charter School Name | Total RttT Allocation | Share of NC Education Cloud Costs | Available RttT Allocation |
|---|---|---|---|---|
| 13A | Carolina International School | 0 | 0 | 0 |
| 16A | Cape Lookout Marine | 0 | 0 | 0 |
| 16B | The Tiller School | 0 | 0 | 0 |
| 19A | Chatham Charter | 0 | 0 | 0 |
| 19B | The Woods Charter | 0 | 0 | 0 |
| 20A | Learning Center | 15,078 | 2,611 | 12,467 |
| 24N | Columbus Charter School | 14,591 | 2,527 | 12,064 |
| 26B | Alpha Academy | 47,935 | 8,303 | 39,632 |
| 32A | Maureen Joy Charter School | 59,194 | 10,252 | 48,942 |
| 32B | Healthy Start | 83,667 | 14,491 | 69,176 |
| 32C | Carter Community | 51,130 | 8,855 | 42,275 |
| 32D | Kestrel Heights School | 0 | 0 | 0 |
| 32H | Research Triangle Ch. | 0 | 0 | 0 |
| 32K | Central Park School for Children | 0 | 0 | 0 |
| 32L | Voyager Academy | 0 | 0 | 0 |
| 34B | Quality Education | 79,216 | 13,720 | 65,496 |
| 34C | Downtown Middle School | 61,150 | 10,591 | 50,559 |
| 34D | Carter G. Woodson | 0 | 0 | 0 |
| 34F | Forsyth Charter Academy | 0 | 0 | 0 |
| 34G | Arts Based Elementary | 11,767 | 2,038 | 9,729 |
| 35A | Crosscreek Charter School | 0 | 0 | 0 |
| 36A | Highland Charter | 23,226 | 4,023 | 19,203 |
| 36B | Piedmont Community Charter | 33,888 | 5,869 | 28,019 |
| 41B | Greensboro Academy | 0 | 0 | 0 |
| 41C | Guilford Preparatory Academy | 64,348 | 11,145 | 53,203 |
| 41D | Phoenix Academy | 0 | 0 | 0 |
| 41F | Triad Math & Science Academy | 0 | 0 | 0 |
| 45A | The Mountain Community School | 0 | 0 | 0 |
| 49B | American Renaissance Middle | 18,827 | 3,261 | 15,566 |
| 49D | Success Institute | 24,967 | 4,324 | 20,643 |
| 49E | Pine Lake Preparatory | 0 | 0 | 0 |
| 50A | Summit Charter | 0 | 0 | 0 |
| 51A | Neuse Charter School | 0 | 0 | 0 |
| 54A | The Children's Village | 43,286 | 7,497 | 35,789 |
| 54B | Kinston Charter Academy | 91,511 | 15,849 | 75,662 |
| 55A | Lincoln Charter School | 0 | 0 | 0 |
| 60A | The Community Charter | 13,440 | 2,327 | 11,113 |
| 60B | Sugar Creek Charter | 140,607 | 24,352 | 116,255 |
| 60C | Kennedy Charter Public | 74,452 | 12,895 | 61,557 |
| 60D | Lake Norman Charter | 0 | 0 | 0 |
| 60F | Metrolina Regional Scholars Acade | 0 | 0 | 0 |
| 60G | Queen's Grant Community School | 0 | 0 | 0 |

# Appendix B

## Race to the Top FY 10-11 Final Allocations
## Based on FY 2009-10 FINAL Title I & ARRA Allotments

| LEA No. | LEA/Charter School Name | Total RttT Allocation | Share of NC Education Cloud Costs | Available RttT Allocation |
|---|---|---|---|---|
| 60H | Crossroads Charter HS | 0 | 0 | 0 |
| 60I | Community School of Davidson | 0 | 0 | 0 |
| 60J | Socrates Academy | 0 | 0 | 0 |
| 60K | Charlotte Secondary | 0 | 0 | 0 |
| 60L | KIPP: Charlotte | 27,630 | 4,786 | 22,844 |
| 63A | Academy of Moore County | 0 | 0 | 0 |
| 63B | STARS | 0 | 0 | 0 |
| 64A | Rocky Mount Charter Public | 93,405 | 16,177 | 77,228 |
| 65A | Cape Fear Center For Inquiry | 0 | 0 | 0 |
| 65B | Wilmington Preparatory | 15,587 | 2,700 | 12,887 |
| 66A | Gaston College Preparatory | 73,723 | 12,768 | 60,955 |
| 68A | Orange Charter School | 0 | 0 | 0 |
| 68N | PACE Academy | 0 | 0 | 0 |
| 69A | Arapahoe Charter School | 29,856 | 5,171 | 24,685 |
| 73A | Bethel Hill Charter School | 18,827 | 3,261 | 15,566 |
| 73B | Roxboro Community | 0 | 0 | 0 |
| 78A | CIS Academy | 0 | 0 | 0 |
| 79A | Bethany Community Middle Schoc | 0 | 0 | 0 |
| 81A | Thomas Jefferson Classical Acad. | 0 | 0 | 0 |
| 84B | Gray Stone Day School | 0 | 0 | 0 |
| 86T | Millennium Charter Academy | 0 | 0 | 0 |
| 87A | Mountain Discovery Charter | 13,544 | 2,346 | 11,198 |
| 88A | Brevard Academy | 0 | 0 | 0 |
| 90A | Union Academy | 0 | 0 | 0 |
| 91A | Vance Charter School | 0 | 0 | 0 |
| 92B | Exploris Middle School | 0 | 0 | 0 |
| 92D | Magellan Charter | 0 | 0 | 0 |
| 92E | Sterling Montessori | 0 | 0 | 0 |
| 92F | Franklin Academy | 0 | 0 | 0 |
| 92G | East Wake Academy | 0 | 0 | 0 |
| 92K | Raleigh Charter High School | 0 | 0 | 0 |
| 92L | Torchlight Academy | 107,780 | 18,667 | 89,113 |
| 92M | PreEminent Charter Academy | 0 | 0 | 0 |
| 92N | Quest Academy | 0 | 0 | 0 |
| 92P | Southern Wake Academy | 0 | 0 | 0 |
| 92Q | Hope Elementary School | 26,640 | 4,614 | 22,026 |
| 92R | Casa Esperanza | 0 | 0 | 0 |
| 92S | Endeavor Charter School | 0 | 0 | 0 |
| 93A | Haliwa-Saponi Tribal School | 0 | 0 | 0 |
| 95A | Two Rivers Community School | 0 | 0 | 0 |
| 96C | Dillard Academy | 50,357 | 8,722 | 41,635 |
| 97D | Bridges | 0 | 0 | 0 |
| 98A | Sallie B. Howard | 213,671 | 37,007 | 176,664 |
| | **Total LEAs and Charters** | 200,000,000 | 34,639,376 | 165,360,624 |

# Appendix C

## Pillar 1: Great Teachers and Principals

**Great Teachers and Principals: Overview**
The core of North Carolina's RttT plan aims to increase teacher and principal effectiveness so that every student has a great teacher, and every school has a great principal. State leaders have placed the highest priority on this pillar based on the bountiful research indicating the importance of teacher and principal quality on student performance.

**Great Teachers and Principals: Objectives**
There are a total of 23 objectives set forth in North Carolina's RttT plan under the Great Teachers and Principals pillar. Because of the large number of objectives aimed at increasing teacher and principal effectiveness, this Brief examines objectives and related State and LEA/charter responsibilities by breaking the objectives into five sub-groups:

- **Providing High-Quality Pathways** – increasing the quantity and quality of teachers in high-need content and specialty areas, focusing on alternative routes to certification.
- **Teacher and Principal Evaluation** – developing an equitable, reliable, valid, and transparent evaluation that will inform professional development or staffing needs, and identify highly effective teachers.
- **Equitable Distribution of Effective Teachers and Principals** – recruiting new teachers and experienced effective teachers to high-need schools.
- **Improving the Effectiveness of Preparation Programs** – increasing the quantity and quality of candidates entering teacher preparation programs, and improving the relevancy and adequacy of the programs' content.
- **Providing Effective Support** – providing effective, ongoing, job-embedded professional development to address weaknesses or to implement school initiatives.

**Great Teachers and Principals: Providing High-Quality Pathways**
To provide high-quality pathways for aspiring teachers and principals, the State's RttT plan advances the following two objectives:

1) Provide innovative alternative routes to certification.
2) Improve the educator pipeline for high-need content and specialty areas.

**Providing High-Quality Pathways: State Responsibilities**
While North Carolina already provides several alternative pathways to licensure for teachers and principals, the State's RttT plan seeks to expand the number of innovative and experimental lateral entry programs.[11] At the same time, the State Board of Education (SBE) continues to examine ways to reduce barriers to lateral entry, per the direction set forth in Section 7.21 of the 2009 Budget.[12]

**Providing High-Quality Pathways: LEA/Charter Responsibilities**
LEAs and charters are encouraged to recruit individuals from alternative programs to fill hard-to-staff positions in high-need schools. LEAs and charters are also encouraged to form consortia and collaborate

[11] Additional information on the lateral entry process and lateral entry programs can be found at: http://www.ncpublicschools.org/licensure/lateral/.
[12] S.L. 2009-451.

with local universities to develop and implement new alternative licensure programs. LEAs with turnover rates higher than the State average are required to develop local retention plans.

**Great Teachers and Principals: Teacher and Principal Evaluation**

There are four objectives related to improving teacher and principal evaluation:

3) Implement the newly-developed teacher and principal evaluation process statewide.
4) Add an explicit student growth[13] data component to teacher and principal evaluation processes.
5) Create an Educator Effectiveness Workgroup to develop a system for integrating student growth data into evaluations for teachers and principals.
6) Develop and implement compensation models tied to teacher and principal evaluation, particularly in lowest-achieving schools.

**Teacher and Principal Evaluation: State Responsibilities**

During the 2008-09 school year, NC began statewide roll-out of the Evaluation System, which includes a new set of professional standards for teachers and principals, along with new statewide evaluation processes aligned with those standards.[14] RttT funding will enable North Carolina to incorporate student growth measures into the new Evaluation System that will measure the growth of students for every teacher in every subject. That is, student growth must be a factor in all teacher evaluations, including subjects such as gym or art that are not currently tested.

The State is responsible for convening the Educator Effectiveness Workgroup. The Workgroup, comprised of relevant stakeholders, will determine the most rigorous, transparent, and fair way to incorporate student growth into the Evaluation System. The Effectiveness Workgroup will address both the technical and the policy design issues involved in including measures of student growth data in the Evaluation System.

Student growth will be formally included as a factor beginning with the 2012-13 school year when the State introduces common requirements for measuring growth, as developed by the Educators Effectiveness Workgroup.

**Teacher and Principal Evaluation: LEA/Charter Responsibilities**

LEAs will begin to incorporate student growth measures into teacher and principal evaluations over two phases. During the 2010-11 and 2011-12 school years, student growth measures will be required for every teacher in every subject, but LEAs will have flexibility in how they gather student growth information. During this time, the State Educator Effectiveness Workgroup will be evaluating options and planning how to best collect and use growth information in tested and non-tested areas.

Beginning in the 2012-13 school year, all teacher and principal evaluations must meet the common requirements for measuring student growth developed by the State Educator Evaluation Workgroup.

Over both phases, LEAs and charters will be required to use the Evaluation System as a primary factor in teacher and principal development plans, promotion, retention and removal.

LEAs have the option to use a portion of their RttT funding to develop new, innovative LEA-level compensation models that tie a portion of compensation to teacher or principal performance. Such plans

[13] Student growth is defined by USED as "the change in student achievement between two or more points in time."
[14] Additional information on the evaluation process and teacher and principal standards can be found at: http://www.ncpublicschools.org/fbs/personnel/evaluation/.

will require the approval of participating teachers, principals, and other stakeholders of the schools or LEA involved.

**Great Teachers and Principals: Equitable Distribution of Effective Teachers and Principals**
There are three objectives related to ensuring the equitable distribution of effective teachers and principals:

7) Develop and implement regional leadership academies to recruit, prepare, and support highly-effective principals.
8) Increase the number of highly-qualified teachers in low-income rural areas and low-performing rural schools.
9) Provide regional workshops and consultation to LEAs about strategic staffing strategies.

**Equitable Distribution of Effective Teachers and Principals: State Responsibilities**
To expand the supply of highly-effective principals, the State will use its RttT funding to develop regional leadership academies. These academies will prepare principals to lead transformational changes in low-achieving schools. The academies will be designed and run through a partnership involving the LEAs in which the principals will serve, UNC Colleges of Education, the NC Association of School Administrators, the NC Association of Educators and DPI. Aspiring principals accepted into a leadership academy will have one year of coursework, followed by one year of a full-time, paid residency.

To increase the number of highly-qualified teachers in high-need schools, the State will:

- **Expand the Teach for America (TFA) Program** – A 2007 Urban Institute study using NC high school data from 2000 through 2006 indicates that TFA teachers are more effective, on average, than traditional teachers.[15] Given the demonstrated effectiveness of TFA teachers, the State will increase the number of TFA teachers in North Carolina from 395 during the 2009-10 school year to 550 over the next four years, with the major expansion taking place in low-performing Eastern rural schools in coordination with the school turnaround plans.
- **Create an NC Teacher Corps Program** – The NC Teacher Corps will serve areas of the State not served by TFA[16] and recruit exclusively from in-state universities. The NC Teacher Corps program will attempt to replicate the TFA model, providing an intensive summer training component and ongoing mentoring, requiring a minimum two-year commitment to teaching, and providing an opportunity to earn NC licensure. The program plans to place 50 teachers in the 2011-12 school year, and 100 teachers per year in subsequent years.
- **Induction Support Program for New Teachers in High-Need Schools (Induction Support Program)** – In addition to other supports for teachers outlined in other sections of the State's RttT plan, the State will be providing an Induction Support Program for new teachers in high-need schools. The Induction Support Program will provide a three-phase induction program:
    1. an intensive one-week "boot camp" before the start of their first school year;
    2. six full-day follow-up sessions during each of the teacher's first two years; and
    3. direct classroom coaching at least once per month for the full three years of the induction period.

  The Induction Support Program will be organized by DPI in conjunction with the UNC General Administration, and delivered regionally through a collaboration between LEAs, National Board

[15] Xu, Z., Hannaway, J., & Taylor, C. (2007). *Making a difference? The effects of Teach for America in high school*. Washington, DC: Urban Institute.
[16] TFA currently serves Charlotte-Mecklenberg and seven eastern LEAs. The NC Teacher Corps will serve LEAs in the rural southeast and far west, as well as most of the central "urban crescent" of the State (Wilmington, Fayetteville, Raleigh, Greensboro, and Winston-Salem).

Certified Teachers, and non-profit partners. The program will begin with new teachers in lowest-achieving schools in four regions of the State during the summer of 2011. The program will be expanded to all eight regions of the State by the summer of 2012.

- **Expand North Carolina Virtual Public School Course Offerings** – North Carolina will also use its RttT funds to expand virtual offerings in mathematics and science courses required for high school graduation. These courses will be designed specifically for low-performing students at risk of failure. RttT funds also will be dedicated to developing blended courses in which onsite teachers share teaching duties with more experienced online teachers, again with a focus on serving students in the lowest-achieving schools.
- **Provide vouchers for new teachers in low-performing schools** – New teachers in low-performing schools will receive vouchers (equivalent to the cost of two semesters of coursework, two courses per semester, at an in-state degree-granting program) that can be spent on payment of student loan debt, housing, or tuition for a Master's degree.
- **Strategic Staffing Initiatives** – DPI will provide workshops and technical assistance to LEAs interested in planning and implementing strategic staffing initiatives. Strategic staffing initiatives aim to place experienced, high-quality teachers into high-need schools.

**Equitable Distribution of Effective Teachers and Principals: LEA/Charter Responsibilities**
LEAs and charters are required to identify and select potential candidates for the regional leadership academies. To the extent possible, LEAs and charters should ensure that participants in regional leadership academies are able to fully participate by agreeing to provide substitutes or travel stipends. LEAs and charters must also develop succession plans to identify high-potential candidates for school leadership positions.

LEAs and charters have the option of utilizing the support offered by DPI to plan and implement strategic staffing initiatives to place high-quality teachers in high-need schools.

**Great Teachers and Principals: Improving the Effectiveness of Preparation Programs**
There are five objectives associated with improving the effectiveness of teacher and principal preparation programs:

10) Link teacher and principal effectiveness to preparation programs, using student growth measures.
11) Expand future educator evaluation processes to include assessments of NC independent colleges and university preparation programs.
12) Publish an Educator Preparation Program report card that rates effectiveness of each teacher preparation program based on student achievement and student growth criteria.
13) Review and approve educator preparation program revisions to ensure participants become effective teachers, principals and superintendents.
14) Launch the UNC Teacher Recruitment Initiative to develop strategic plan for coordinating teacher recruitment efforts.

**Improving the Effectiveness of Preparation Programs: State Responsibilities**
North Carolina has already linked teacher and principal effectiveness to preparation programs at UNC system schools using student growth measures in tested subjects. These linkages have allowed for evaluation of UNC system preparation programs.[17] Planned future evaluations will expand in scope to

[17] For an example of such research, see: Henry, G. T., Thompson, C. L., Fortner, C. K., Zulli, R. A., & Kershaw, D. C. (2010). *The impact of teacher preparation on student learning in North Carolina public schools*. Chapel Hill, NC: Carolina Institute for Public Policy.

include assessment of NC independent college and university preparation programs, and examine teacher performance in non-tested subjects.

UNC system teacher preparation programs have already undergone revisions to align with the NC Teacher Standards, and administrator preparation programs are currently completing a similar process to align with the NC School Executive Standards.

Finally, the UNC system is revamping its approach to recruiting students into its 15 teacher preparation programs through its UNC Teacher Recruitment Initiative. Workforce analyses indicate that the UNC system needs to greatly increase the number of teachers it prepares each year.[18] By improving cooperation and coordination between the UNC teacher preparation programs and refocusing marketing efforts, UNC has been able to increased the number of licensed teachers by nearly 10% from 2007-08 to 2008-09. UNC institutions increased production of math teachers by 27.7% and science teachers by 39%. UNC institutions will continue to produce increasing numbers of licensed teachers through the duration of RttT.

**Improving the Effectiveness of Preparation Programs: LEA/Charter Responsibilities**

In order to advance the State RttT objectives of improving the effectiveness of teacher and principal preparation programs, LEAs and charters must improve their communication and collaboration with local preparation programs. LEAs and charters will provide critical feedback so that preparation programs can address weaknesses and tailor programs to the needs of the LEAs and charters. Feedback from LEAs and charters will be critical in making continuous improvements to teacher preparation programs.

Additionally, LEAs and charters are encouraged to utilize the Educator Preparation Program report card and other resources to target recruiting and hiring to the most effective preparation programs.

**Great Teachers and Principals: Providing Effective Support**

There are nine objectives related to providing effective support and professional development (PD) to teachers and principals:

15) Align professional development with major state initiatives such as standards and assessments, principal and teacher evaluation standards, data use, instructional improvement, assessment system, and technology initiatives.
16) Utilize Teacher Working Conditions survey and student data to continually assess professional development needs.
17) Deploy state-sponsored PD Leaders to build PD capacity at the LEA and regional levels, and serve as data coaches for principals and teachers.
18) Conduct planning institutes for LEA Leadership Teams to customize PD offerings to meet local needs.
19) Expand current DPI repository of PD offerings on the Educator Recruitment and Development website.[19]
20) Provide access to effective, high-quality PD for all educators throughout NC, targeting novice educators in high-needs schools.
21) Use data and feedback from the revised mentor and peer review process to inform beginning teacher PD.

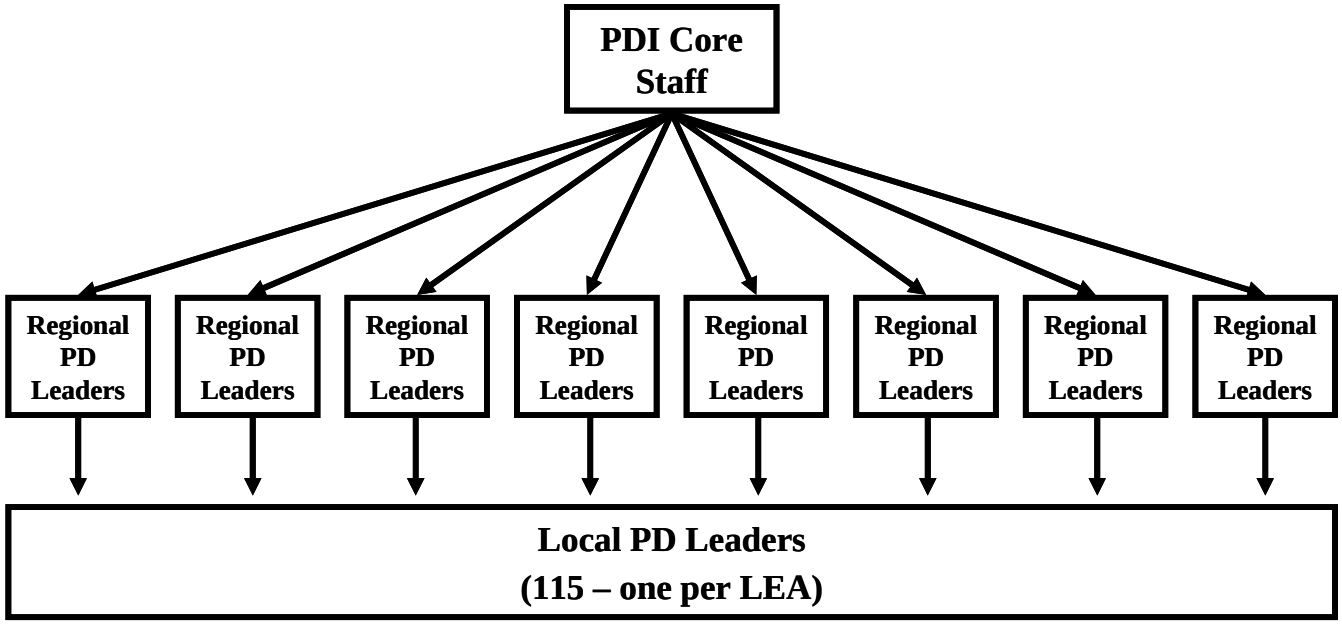
[18] The University of North Carolina Office of the President, "A Plan to Address the Shortage of Teachers in North Carolina," January 14, 2004, as found at: http://www.northcarolina.edu/reports/index.php?page=download&id=112&inline=1.
[19] The Educator Recruitment and Development repository of PD offerings can be found at: http://www.ncpublicschools.org/profdev/repository/.

22) Research new models of effective PD.
23) Support the use of eLearning to extend professional development opportunities.

The proposed North Carolina Professional Development Initiative (PDI) builds upon existing resources to provide a comprehensive system for all educators. Initially, PDI will focus on training educators to implement RttT initiatives. That is, PDI will focus on introducing new standards and assessments in mathematics and reading/English language arts, utilizing data to improve instruction, and the teacher and principal Evaluation System.

**Providing Effective Support: State Responsibilities**

The SBE will be responsible for oversight and coordination of PDI. The State will be responsible for recruiting and coordinating a network of content developers and PD leaders across the State. PDI will have a core staff of a Director, a Professional Development Resources Manager, along with a Regional Coordinator in each of the eight education regions of the State. The core PDI staff will hire, train and develop regional PD Leaders. The Regional PD Leaders will provide training and support to Local PD Leaders. The Local PD Leaders will have the primary responsibility for teachers' professional development.




The PDI core staff will use data from the Teacher Working Conditions and Student Learning Conditions Surveys, and the outcomes of the Educator Evaluation
System to determine PD needs. A Professional Development Content Workgroup – comprised of PDI core staff, regional PD Leaders, and experts from DPI, the LEAs, and colleges and universities – will identify needed PD content and identify specific PD resources to support that content. This group will produce a statewide online repository of professional development offerings that meet certain quality review guidelines. As part of this process, the PDI and RttT evaluation group will create an evaluation system to assess the delivery and outcomes of professional development programs.

For principals, the State's RttT plan includes Leadership in Practice institutes. The Leadership in Practice institutes will be organized by the North Carolina Association of School Administrators and the North

Carolina Principals and Assistant Principals Association. There will be one institute each year in each of the eight regions of the state, with each institute having about 50 participants.

**Providing Effective Support: LEA/Charter Responsibilities**

LEAs and charters will be responsible for developing PD plans ensuring that all local PD activities align with the RttT initiatives. That is, local PD initiatives should focus on the transition to new standards and assessments, using data to improve instruction, or other objectives as approved in the LEA/charter DSW. LEAs and charters may use RttT funds to pay for substitutes or provide stipends for teachers to attend PD sessions.

LEAs and charters will also be responsible for measuring results from PD activities and providing feedback to PDI to ensure that resources are focused in the areas of greatest need.

# Appendix D

## Pillar 2: Data Systems to Improve Instruction

**Data Systems to Improve Instruction: Overview**

In recent years, North Carolina has greatly advanced its capacity to use data systems to improve instruction. A 2007 federal grant allowed North Carolina to develop a new DPI longitudinal data system, known as CEDARS. CEDARS has established unique student and staff identifiers that are not social security numbers, and has automated the reliable linking and analysis of data sets that had previously been housed in separate systems. These upgrades have improved the ability of State, local, and federal policy to analyze trends and relationships between various educational factors and student performance over time. While our statewide longitudinal data system already includes all of the federal America COMPETES Act elements,[20] RttT will allow North Carolina to significantly enhance data quality, data accessibility, and ensure that such data is being used to inform instructional and resource allocation decisions.

**Data Systems to Improve Instruction: Objectives**

There are six objectives related to ensuring that LEAs and charters benefit from modern, reliable, high performance information technology services. In particular, these objectives focus on the creation of the NC Education Cloud. A cloud infrastructure involves moving technology resources to centralized servers, and then rapidly delivering what is needed, when it is needed, to individual devices such as desktop computers or smart phones. LEAs and charters will be connected to the NC Education Cloud via the NC Research and Education Network. By taking advantage of economies of scale and eliminating the need for redundant technology resources to be located in each LEA or charter school, the cloud infrastructure will provide LEAs and charters with additional technology tools at reduced costs. Once established, the NC Education Cloud is anticipated to save LEAs and charters approximately $25 million per year, and save DPI approximately $5 million per year. Additionally, LEAs will maintain a role in governing and overseeing the NC Education Cloud through an operations and advisory committee.

The State has outlined six objectives related to the creation of the NC Education Cloud:

1) Develop a blueprint for modern technology infrastructure based on high reliability, availability, performance, and efficiency.
2) Conduct site surveys of LEA infrastructure, applications, and support.
3) Collaborate with LEAs to develop and implement a deployment and operating plan for the NC Education Cloud.
4) Deploy shared services pilots to facilitate fine-tuning of support, E-Rate services,[21] provider service level agreements, etc.

[20] The 2007 America COMPETES Act (Public Law 110–69), codified the 12 elements of a P-16 education data system. The 12 elements are: 1. Unique student identifier; 2. Student level enrollment, demographic and program participation information; 3. Student level exit, transfer, dropout, or continuation to postsecondary institution information; 4. Ability to communicate with postsecondary data systems; 5. State data audit system assessing data quality, validity, and reliability; 6. Yearly individual student test records; 7. Information on students not tested by grade and by subject; 8. Teacher identifier with ability to match teachers to students; 9. Student level transcript information to include courses completed and grades earned; 10. Student level college readiness test scores; 11. Data on student transitions to secondary to postsecondary including information on remedial coursework; and 12. Additional data necessary to address preparation/alignment for student success in postsecondary education.

[21] E-Rate is a federal program that provides schools and libraries with reimbursements for purchases of telecommunications services, Internet access, internal connections, and basic maintenance of internal connections. Additional information about E-Rate can be found at: http://www.ncpublicschools.org/erate/.

5) Provide technical engineering and systems administration expertise to LEAs and charters in support of infrastructure and systems migrations to the NC Education Cloud.
6) Deploy the NC Education Cloud infrastructure and service delivery platform.

North Carolina also has four objectives related to the development of a State Instructional Improvement System (IIS). The IIS is a collection of technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement:

1) Develop and build a state IIS that includes access to a three-tiered assessment system (formative[22], benchmark[23], and summative[24]), as well as a data dashboard, that will allow users to analyze data to enhance instruction.
2) Purchase tools for groups of LEAs that will allow LEAs to automate certain frequently utilized data reports and requests.
3) Create online and blended PD offerings in the areas of data literacy, using data to enhance instruction, and using the IIS.
4) Deploy state-sponsored PD Leaders to provide PD on the IIS and to serve as data coaches for principals and teachers.

Upon completion, the IIS will provide educators with a set of online tools, to be hosted in the NC Education Cloud, to assess students using formative, benchmark, and summative assessments. The system will also have a data dashboard, through which educators can easily use student data to enhance instruction.

Finally, North Carolina's RttT plan contains two objectives related to improving stakeholder (e.g., parents, students, teachers, principals, LEA leaders, community members, professional associations, researchers, and policymakers) access to data:

1) Continue providing data and information products that stakeholders can use to inform their decisions regarding policy and services.
2) Provide training to DPI and LEA staff on CEDARS data tools and reporting capabilities.

**Data Systems to Improve Instruction: State Responsibilities**

The NC Education Cloud will be implemented in phases. DPI estimates that it will be fully operational by the end of the four-year grant period, if not sooner. At least six months will be spent on planning, followed by the migration of LEAs and charters onto the NC Education Cloud in phases over two to three years.

North Carolina's RttT plan pools together $34.6 million of LEA and charter RttT funds in order to create and implement the NC Education Cloud on behalf of the LEAs and charter schools. Of this amount, $16.1 million will be used for service provider contracts. Initially, these personnel will be responsible for conducting site surveys of LEA infrastructure, applications, and support. That is, DPI personnel or contractors will assess each LEA's existing technology infrastructure and determine future needs. These site surveys will ensure that the NC Education Cloud will not duplicate existing technology, and that the NC

[22] For RttT, USED defines formative assessment as "assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning."
[23] For RttT, USED defines benchmark assessments as "assessments that are given at regular and specified intervals throughout the school year, are designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produce results that can be aggregated (e.g., by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels."
[24] USED does not define summative assessments for RttT. Summative assessments are typically used to evaluate student competency upon the completion of a course or at the end of an academic year. North Carolina's End-of-Grade and End-of-Course tests are examples of summative assessments.

Education Cloud will offer products and features that will best align with the needs of LEAs and charter schools. The end product of the site surveys will be a collaboratively-developed deployment and operating plan for the NC Education Cloud. Finally, the State is planning to spend $18.1 million on software and content licensing for technology products that will be made available to all LEAs and charters upon completion of the NC Education Cloud. State personnel will be available to LEAs and charters to manage infrastructure and systems migrations to the NC Education Cloud.

DPI will continue to collect and provide information to relevant stakeholders. Through collaboration with researchers, DPI will determine key data sets that are most vital for research. DPI will then make those data sets available in easy-to-use, linkable format on a yearly basis. DPI and LEA staff will be trained to use CEDARS business intelligence tools to produce annual and longitudinal reports relating various program and performance data across school years in order to measure performance, as well as to inform professional development initiatives and resource/staffing decisions.

The IIS will yield specific instructionally-relevant data for students, parents, teachers, and principals, and will be available to all public schools in the State. All North Carolina educators will be able to use the IIS to benchmark individual student learning over time. The IIS will help educators identify which specific lesson units or individual standards the student is having trouble with. The IIS will also allow educators to look at performance along several levels of aggregation (i.e., individual students, classes, grade-levels, schools, or district-wide). This comprehensive capability will allow educators to individualize student instruction, as well as help to identify educators' PD needs. The IIS is expected to be fully functional by December 2012, although some components will be available beginning December 2011.

In order to ensure that North Carolina's educators more effectively use data to improve instruction, DPI, in collaboration with institutions of higher education and practitioners, will create an in-depth guide that clearly defines best practices in data use. Training teachers and principals to use the IIS effectively will be a key component of RttT PD initiatives, as well as programs for teacher induction in low-achieving schools and districts.

**Data Systems to Improve Instruction: LEA/Charter Responsibilities**

In order to assist with the development of the NC Education Cloud, LEAs and charters must collaborate with State partners on the completion of site surveys and the collaboratively-developed deployment operating plans. The deployment operating plans must be included in the LEA or charter's technology plans going forward. LEAs may request to take part in the piloting of the NC Education Cloud.

The LEA or charter school's DSW must utilize data to determine priority goals and activities, and set targets for performance. The plan must also include a transition plan for schools and LEAs to begin using the online IIS in the 2012-2013 school year. LEAs may pilot various components of the IIS as it is designed and deployed as early as Spring 2012. LEAs and charters must utilize school technology and other available funds to enhance technology infrastructure (hardware, connectivity, or personnel) in ways that will facilitate and support online assessments at each school. Each LEA must designate a current staff member as the LEA's data coach. The data coach will help teachers and administrators with the utilization of the Education Value-Added Assessment System[25] and other data for instructional and program decision-making. LEAs and charters are encouraged to use RttT funds to hire instructional technology facilitators or embedded instructional technology support at each school.

[25] EVAAS is a software system available to all of North Carolina's public schools that provides diagnostic reports to district and school staff. Additional information about EVAAS can be found at: http://www.ncpublicschools.org/evaas/.

# Appendix E

## Pillar 3: Turning Around Lowest-Achieving Schools

**Turning Around Lowest-Achieving Schools: Overview**
RttT will build upon and expand North Carolina's current efforts to turn around its lowest-achieving schools. Since 2004, the State Board has exercised its legal authority to intervene in over 700 public schools and more than 40 LEAs to improve student performance. Currently, DPI's District and School Transformation (DST) division has been providing targeted assistance to six LEAs[26] to provide customized support that focuses on building capabilities at the district level so that the school districts better support their schools. DST provides additional supports to 138 schools designated as turnaround[27] or low-performing.[28]

For North Carolina's RttT plan and related work moving forward, the State has revised the criteria for intervening in the lowest-achieving schools to ensure that the lowest-achieving 5% of all schools are eligible. The lowest-achieving 5% of all schools are those that meet any of the following criteria:

- Any school in NC with a performance composite under 50%;
- Any high school in NC with a graduation rate below 60% in the prior year and one of two previous years; or
- The lowest 5% of Title I schools currently in improvement, corrective action, or restructuring status (as defined by the federal School Improvement Grant criteria[29]).

Under the revised criteria, 118 schools, with approximately 69,000 students, are classified as lowest-achieving. A full list of the lowest-achieving schools can be found in Appendix I.

Additionally, the State has identified 16 LEAs designated as "Transformation Districts." The Transformation Districts are those with a district-wide performance composite of less than 60% and limited support capacity (as measured by eligibility for Low-Wealth and DSSF). A list of the lowest-achieving districts can be found in Appendix J.

**Turning Around Lowest-Achieving Schools: Objectives**
The only objective in this section is that North Carolina must work to turn around the lowest-achieving 5% of schools.

**Turning Around Lowest-Achieving Schools: State Responsibilities**
North Carolina's RttT Initiative to Turn Around the Lowest-Achieving Schools (TALAS) features five steps.

First, TALAS will ensure that all schools and all districts that meet the lowest-achieving criterion receive appropriate support services designed to increase student performance to a level significantly above the

[26] As of the fall 2010 semester, DST is providing targeted district support in the following LEAs: Bertie, Columbus, Halifax, Hertford, Lexington City, and Richmond.
[27] Turnaround schools are those high schools with performance composites below 60% in 2004-05 and 2005-06 or in 2005-06 and 2006-07 and those middle schools which fed a high school identified in 2005-06. For the 2009-10 school year, there were 63 turnaround schools (33 high schools, 30 middle schools).
[28] Low-performing schools are those schools with a performance composite below 50% and not meeting growth. For the 2009-10 school year, there were 75 low-performing schools.
[29] Additional information on the federal School Improvement Fund can be found at: http://www2.ed.gov/programs/sif/index.html.

lowest-achieving criterion. Through a combination of school-specific and district-level support, TALAS is hoping to achieve a three-year increase of 20 points in the performance composite for each identified school. For high schools, TALAS seeks a three-year increase in graduation rates of no less than 15%, or an overall graduation rate of 60%, whichever is higher.

Second, TALAS will require district agreements to address the improvement of the lowest-achieving schools. These agreements outline the powers of the SBE and place certain requirements on the LEA.

Third, TALAS will increase the strategies and options available in school and district turnaround plans. TALAS strategies include, but are not limited to, the following:

- Using data to inform instructional and managerial decisions;
- Provision of a team of DPI community coaches to assist districts and schools with development of community support for school change, acceptance of external partners, and engagement of community and parents in the change process;
- Extended learning time for students;
- Development of higher education, business, and community partnerships;
- Partnering with an Education Management Organization or external reform partner; and
- Closing a school and reassigning students.

Fourth, TALAS, building upon the work of the North Carolina JOBS Commission,[30] will develop a set of STEM "cluster" high school networks. North Carolina's RttT plan includes developing four clusters of STEM high schools. Each of the schools comprising the four clusters will be based on one of the following four themes reflecting the workforce development needs of North Carolina's economy:

1. engineering and energy
2. aerospace
3. biotechnology and agriscience
4. health and life sciences

One "anchor school" will be selected for each cluster, chosen from existing STEM-themed high schools. The anchor school will provide leadership in curriculum innovation, professional development, technology use, and models of collaboration with business and higher education partners.

Finally, the State will work to connect TALAS and STEM schools with community & business collaborators. DPI and the STEM schools will collaborate with the NC STEM Community Collaborative[31] to create community design teams. The design teams, formed by local leaders of business, education, faculty from the community anchor institutions, and DPI staff, will establish and support STEM-themed high schools as well as other evidence-based innovative STEM programs aligned with RttT assurances.

In order to implement the TALAS plan, RttT expands DPI's DST division. DST will hire an additional 75 employees to provide services in the field to lowest-achieving schools and Transformation Districts. Because TALAS focuses on building capacity at the school or district level, these positions are time-limited, and will expire upon completion of the RttT grant.

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[30] The Joint Legislative Joining Our Businesses and Schools (JOBS) Study Commission "Interim Report to the Joint Legislative Education Oversight Committee and to the 2010 General Assembly" can be found at: http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/2010%20Reports%20Received/JOBS%20Interim%20Commission%20Report%20-%20Final.pdf.

[31] The NC Stem Community Collaborative was established in 2008 by NC leaders, MCNC, and the Bill & Melinda Gates Foundation. For more information see: https://www.ncstem.org/.

**Turning Around Lowest-Achieving Schools: LEA/Charter Responsibilities**

In order to turn around its schools identified as lowest-achieving, LEAs must implement one of the USED's four models:

- **Turnaround model**: Replace the principal and rehire no more than 50% of the staff, and grant the principal sufficient operational flexibility (including staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model**: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure**: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model**: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.[32]

If a lowest-achieving school fails to at least 10-point growth on the school's performance composite in the two years *prior* to DST intervention, then the LEA must replace the school leadership. If a school has made less than a 5-point increase on its performance composite after two years, the SBE may assume control of curriculum oversight, personnel decisions, and budget management.

LEAs have the option of using their RttT funds in order to implement any number of interventions in lowest-achieving schools, including:

- Extending learning time for students by extending the day or year
- Providing instructional coaching for new teachers
- Developing structured professional learning teams
- Revising school governance and management structures
- Collaborating with DPI to develop community support for school change and engagement of community and parents in the change process
- Implementing effective instructional technology
- Developing partnerships with the higher education or business community

If an LEA is identified as a Transformation District, it must engage in:

- Comprehensive needs assessment[33]
- Leadership and instructional coaching
- Professional development
- A collaboratively developed change plan and implementation map
- Implementation of Reading 3D diagnostics in elementary schools[34]

Each Transformation District must accept placement of a district transformation coach and other coaches, as mutually identified.

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[32] Model descriptions quoted from USED "What's Possible: Turning Around America's Lowest-Achieving Schools" as found at: http://www.ed.gov/blog/2010/03/whats-possible-turning-around-americas-lowest-achieving-schools/.

[33] This assessment identifies an LEA's strengths, areas for improvement, challenges, and successes, and assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action.

[34] Reading 3D is a diagnostic assessment program generally administered via a handheld device, which assesses students' literacy between certain benchmarks, and provides teachers with strategies for addressing individual student needs. For additional information, please see: http://www.wgen.net/solutions/mclass-reading-3d.html.

# Appendix F

## Pillar 4: Statewide Standards and Assessments

**Statewide Standards and Assessments: Overview**
RttT will provide North Carolina with the resources required to update the State's PK-12 *Standard Course of Study*[35] and school accountability (testing) system. The updates will be based on best practices in other states and countries. The updates to the *Standard Course of Study* aim to develop standards and a curriculum that will best prepare students for success in college and the workplace. The updates to North Carolina's accountability system will allow for meaningful comparison of North Carolina's public schools' performance against other states and countries.

In the past several years, North Carolina has made efforts to update the State's curriculum, standards, and accountability system. Following the 2008 report from the State Board's Blue Ribbon Commission on Testing and Accountability[36], North Carolina launched its five-year Accountability and Curriculum Reform Effort (ACRE). ACRE includes the revision of all North Carolina standards to focus on deeper essential standards and demonstrates NC's commitment to internationally benchmarked, "fewer, clearer, and higher" standards.[37]

Additionally, North Carolina has signed on to the Common Core State Standards Initiative.[38] The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English and mathematics. To date, North Carolina is one of 48 states that have voluntarily agreed to adopt the standards. The SBE formally adopted the Common Core Standards on June 3, 2010, and the Common Core Standards have been integrated into the ACRE project.

**Statewide Standards and Assessments: Objectives**
Under RttT, North Carolina will be able to implement new standards and assessments beginning in the 2012-13 school year. In order to meet this goal, DPI will work in partnership with LEAs and charters to advance four objectives in the area of Statewide Standards and Assessments:

1) Disseminate and develop instructional resources.
2) Publish an Online Assessment Best Practices Guide to assist teachers in transitioning to having all assessments administered online.
3) Create a communication schedule and media tools to build and reinforce educators' and stakeholders' belief that the new standards will improve student outcomes.
4) Provide professional development to assist educators in the implementation of new standards and assessments.

**Statewide Standards and Assessments: State Responsibilities**
In order to transition to new standards and assessments in all subjects, North Carolina's RttT plan focuses on building stakeholder support for the new, enhanced standards, and providing PD to assist educators.

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[35] The *Standard Course of Study* includes the curriculum that should be made available to every child in North Carolina's public schools. Additional information about the *Standard Course of Study* can be found at: http://www.ncpublicschools.org/curriculum/

[36] The January 2008 *Report From the Blue Ribbon Commission on Testing and Accountability to the North Carolina State Board of Education* can be found at: http://www.ncpublicschools.org/docs/acre/basis/accountabilityfinalreport.pdf

[37] Additional information regarding ACRE can be found at: http://www.ncpublicschools.org/acre/

[38] Additional information regarding the Common Core State Standards Initiative can be found at: http://www.corestandards.org/

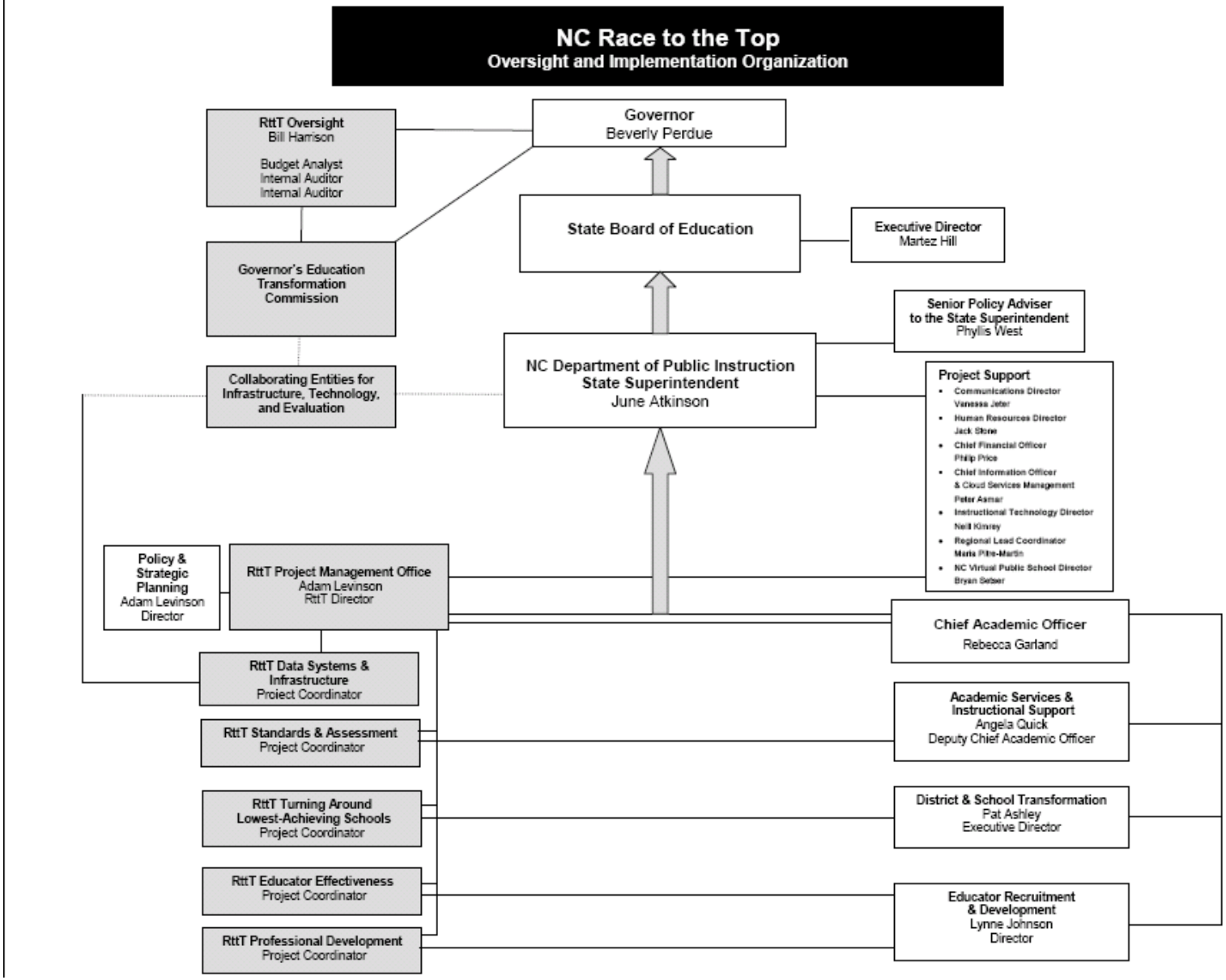
North Carolina's communications plan will focus on the benefits of "fewer, clearer, and higher" standards and international benchmarking. DPI will provide PD on the new standards to relevant school personnel, utilizing conferences, webinars and other cost-effective delivery methods. DPI will provide schools with a range of instructional resources targeted to aid in the transition and to complement the PD.

All new standards will be taught and assessed beginning in the 2012-13 school year. By the 2014-15 school year, all "paper and pencil" assessments will be phased out, and all assessments will be administered on-line.

**Statewide Standards and Assessments: LEA/Charter Responsibilities**

Participating LEAs and charters will be responsible for ensuring that teachers and staff are aware of the State resources available to assist the transition to the new standards and assessments. LEAs and charters have the option of developing their own documents and materials to help teachers implement the new *Standard Course of Study*. In addition, LEAs and charters may conduct local professional development regarding the transition to new standards and assessments.

# Appendix G
## Organizational Chart




**Source: Department of Public Instruction**

# Appendix H

## North Carolina RttT Annual Goals

**Goals, Measures, Baselines, and Final RttT Targets**

| GOAL | MEASURE | BASELINE 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | TARGET 2013-14 | *2014-2015* | *2015-2016* | *2016-2017* |
|---|---|---|---|---|---|---|---|---|---|
| 1. Student achievement | NAEP reading, grade 4 | 219 (2009) | | 223 (2011) | | 229 (2013) | | 233 (2015) | |
| | NAEP reading, grade 8 | 260 (2009) | | 264 (2011) | | 270 (2013) | | 274 (2015) | |
| | NAEP math, grade 4 | 244 (2009) | | 248 (2011) | | 254 (2013) | | 258 (2015) | |
| | NAEP math, grade 8 | 284 (2009) | | 288 (2011) | | 294 (2013) | | 298 (2015) | |
| 2. Graduation rates | 4-year rate | 71.70% | 74% | 76% | 79% | 82% | 84% | 85% | 86% |
| 3. College readiness | Average SAT composite (% graduates taking) | 1,006 (63%) | 1,009 (65%) | 1,014 (67%) | 1,019 (69%) | 1,025 (72%) | 1,030 (74%) | 1,033 (76%) | 1,035 (78%) |
| | Graduates scoring 3 or above on one or more AP exams | 17.3% | 18% | 19% | 20% | 21% | 22% | 23% | 24% |
| | Proportion of freshmen enrolled in at least one remedial course — UNC | 11% (2008) | 9% | 8% | 7% | 6% | 5% | 4% | 3% |
| | Proportion of freshmen enrolled in at least one remedial course — Comm Coll* | 64% (2008) | 60% | 56% | 52% | 48% | 45% | 42% | 39% |
| 4. College enrollment | Percentage of high school graduates who enroll in postsecondary programs | 65.6% (2006, NCES) | 66.00% | 68% | 70% | 72% | 74% | 76% | 78% |

* NC Community Colleges have open enrollment; about 18% of high school graduates attend Community Colleges, and the cutoff

**Source: Department of Public Instruction**

# Appendix I

## Lowest-Performing Schools

| LEA Name | School Name | School Type - E M H |
|---|---|---|
| Alamance-Burlington Schools | Alamance-Burlington Middle Col | H |
| Alamance-Burlington Schools | Eastlawn Elementary | E |
| Alamance-Burlington Schools | Haw River Elementary | E |
| Anson County Schools | Anson High School | H |
| Anson County Schools | Anson Middle | M |
| Anson County Schools | Morven Elementary | E |
| Anson County Schools | Wadesboro Elementary | E |
| Asheboro City Schools | Charles W McCrary Elementary | E |
| Caldwell County Schools | Whitnel Elementary | E |
| Hickory City Schools | Hickory Career & Arts Magnet High School | H |
| Charlotte-Mecklenburg Schools | Billingsville Elementary | E |
| Charlotte-Mecklenburg Schools | Druid Hills Elementary | E |
| Charlotte-Mecklenburg Schools | E E Waddell High | H |
| Charlotte-Mecklenburg Schools | Hawthorne High | H |
| Charlotte-Mecklenburg Schools | Martin Luther King Jr Middle | M |
| Charlotte-Mecklenburg Schools | Bruns Avenue Elementary | E |
| Charlotte-Mecklenburg Schools | Pawtuckett Elementary | E |
| Charlotte-Mecklenburg Schools | Reid Park Elementary | E |
| Charlotte-Mecklenburg Schools | Sedgefield Elementary | E |
| Charlotte-Mecklenburg Schools | Bishop Spaugh Community Middle | M |
| Charlotte-Mecklenburg Schools | Thomasboro Elementary | E |
| Charlotte-Mecklenburg Schools | Walter G Byers Elementary | E |
| Charlotte-Mecklenburg Schools | West Charlotte High | H |
| Charlotte-Mecklenburg Schools | West Mecklenburg High | H |
| Charlotte-Mecklenburg Schools | J T Williams Middle | M |
| Columbus County Schools | Boys and Girls Home | H |
| Duplin County Schools | Warsaw Elementary | E |
| Durham Public Schools | Eastway Elementary | E |
| Durham Public Schools | Chewning Middle | M |
| Durham Public Schools | Glenn Elementary | E |
| Durham Public Schools | Hillside High | H |
| Durham Public Schools | Fayetteville Street Elementary | E |
| Durham Public Schools | Lowe's Grove Middle | M |
| Durham Public Schools | Neal Middle | M |
| Durham Public Schools | Southern High | H |
| Durham Public Schools | Spring Valley Elementary | E |
| Durham Public Schools | W G Pearson Elementary | E |
| Durham Public Schools | Y E Smith Elementary | E |
| Edgecombe County Public School | Coker-Wimberly Elementary | E |

**Source: Department of Public Instruction**

# Appendix I

## Lowest-Performing Schools

| LEA Name | School Name | School Type - EMH |
|---|---|---|
| Edgecombe County Public School | W A Pattillo A+ Elementary Sch | E |
| Edgecombe County Public School | Princeville Montessori | E |
| Forsyth County Schools | Carver High | H |
| Forsyth County Schools | Cook Elementary | E |
| Forsyth County Schools | Easton Elementary | E |
| Forsyth County Schools | Forest Park Elementary | E |
| Forsyth County Schools | Hill Middle | M |
| Forsyth County Schools | Petree Elementary | E |
| Forsyth County Schools | Philo Middle | M |
| Forsyth County Schools | Sch Computer Technology Atkins | H |
| Forsyth County Schools | Sch of Biotechnology Atkins Hi | H |
| Forsyth County Schools | Sch Pre-Engineering Atkins Hig | H |
| Gaston County Schools | Pleasant Ridge Elementary | E |
| Gaston County Schools | Woodhill Elementary | E |
| Greene County Schools | Greene Central High | H |
| Greene County Schools | Greene County Middle | M |
| Guilford County Schools | T Wingate Andrews High | H |
| Guilford County Schools | Dudley High | H |
| Guilford County Schools | Fairview Elementary | E |
| Guilford County Schools | Julius I Foust Elementary | E |
| Guilford County Schools | Oak Hill Elementary | E |
| Guilford County Schools | Parkview Village Elementary | E |
| Guilford County Schools | Ben L Smith High | H |
| Guilford County Schools | Union Hill Elementary | E |
| Guilford County Schools | Wiley Elementary | E |
| Halifax County Schools | Aurelian Springs Elementary | E |
| Halifax County Schools | Dawson Elementary | E |
| Halifax County Schools | Enfield Middle | M |
| Halifax County Schools | Everetts Elementary | E |
| Halifax County Schools | Inborden Elementary | E |
| Halifax County Schools | Northwest High | H |
| Halifax County Schools | Pittman Elementary | E |
| Halifax County Schools | Scotland Neck Primary | E |
| Halifax County Schools | Southeast Halifax High | H |
| Halifax County Schools | William R Davie Middle | M |
| Hertford County Schools | Hertford County Middle | M |
| Hertford County Schools | Riverview Elementary | E |
| Hertford County Schools | Student Development Center | H |
| Hoke County Schools | Hawk Eye Elementary | E |

# Appendix I

## Lowest-Performing Schools

| LEA Name | School Name | School Type - EMH |
|---|---|---|
| Hyde County Schools | Mattamuskeet High | H |
| Lenoir County Public Schools | Northeast Elementary | E |
| Lenoir County Public Schools | Rochelle Middle | M |
| Lenoir County Public Schools | Southeast Elementary | E |
| Nash-Rocky Mount Schools | D S Johnson Elementary | E |
| Nash-Rocky Mount Schools | O R Pope Elementary | E |
| Nash-Rocky Mount Schools | Williford Elementary | E |
| New Hanover County Schools | A H Snipes Academy of Arts/Des | E |
| Pasquotank County Schools | P W Moore Elementary | E |
| Pitt County Schools | Belvoir Elementary | E |
| Pitt County Schools | North Pitt High | H |
| Pitt County Schools | Northwest Elementary | E |
| Pitt County Schools | Pactolus Elementary | E |
| Pitt County Schools | Sadie Saulter Elementary | E |
| Pitt County Schools | Wellcome Middle | M |
| Richmond County Schools | Mineral Springs Elementary | E |
| Robeson County Schools | Fairgrove Middle | M |
| Robeson County Schools | Lumberton Junior High | M |
| Robeson County Schools | Magnolia Elementary | E |
| Robeson County Schools | Red Springs Middle | M |
| Robeson County Schools | Southside/Ashpole Elem | E |
| Robeson County Schools | Townsend Middle | M |
| Rockingham County Schools | Draper Elementary | E |
| Rockingham County Schools | Lawsonville Ave Elem | E |
| Rowan-Salisbury Schools | Knox Middle | M |
| Rowan-Salisbury Schools | North Rowan High | H |
| Scotland County Schools | SHS-Visual & Performing Arts | H |
| Thomasville City Schools | Thomasville Primary | E |
| Tyrrell County Schools | Columbia High | H |
| Union County Public Schools | Rock Rest Elementary | E |
| Vance County Schools | L B Yancey Elementary | E |
| Washington County Schools | Pines Elementary | E |
| Washington County Schools | Washington County Union | M |
| Wayne County Public Schools | Dillard Middle | M |
| Wayne County Public Schools | Goldsboro High | H |
| Weldon City Schools | Weldon Middle | M |
| Weldon City Schools | Weldon STEM High School | H |
| Wilson County Schools | Beddingfield High | H |
| Wilson County Schools | Margaret Hearne Elementary | E |
| Wilson County Schools | Vick Elementary | E |

# Appendix J

## Transformation Districts
**(Districts with a 2009-10 LEA Performance Composite below 60%)**

| LEA Name |
|---|
| Anson County Schools |
| Thomasville City Schools |
| Durham Public Schools |
| Edgecombe County Public School |
| Greene County Schools |
| Halifax County Schools |
| Weldon City Schools |
| Hertford County Schools |
| Northampton County Schools |
| Robeson County Schools |
| Warren County Schools |
| Washington County Schools |
| Bertie County Schools |
| Columbus County Schools |
| Lexington City Schools |
| Richmond County Schools |

Districts that will transition out of Transformation at the end of the 2010-11 school year.

**Source: Department of Public Instruction**

# Appendix K

## Race to the Top Timeline

- **July 24, 2009** – President Obama and Secretary Arne Duncan announce the creation of the Race to the Top competitive grant program
- **January 19, 2010** – Phase 1 state application due
- **March 29, 2010** – Phase 1 winners (Delaware and Tennessee) announced
- **June 1, 2010** – Phase 2 state application due
- **August 24, 2010** – Phase 2 winners (District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, **North Carolina**, Ohio, and Rhode Island) announced
- **September 20-21, 2010** – Online webinars conducted to provide LEAs and charters with basic information regarding RttT
- **September 30, 2010** – anticipated distribution of funds to North Carolina LEAs and charter school, subject to receipt of funding from US Dept. of Education and completion of LEA/charter Detailed Scope of Work plan
- **October 2010** – Technical assistance meetings conducted across the State for LEA/charter school teams
- **November 8, 2010** – Scope of Work applications due to NCDPI from LEAs/charter schools
- **November 22, 2010** – DPI must submit approved LEA plans and the State Scope of Work plan to the US Department of Education. Funds should be distributed shortly after that date to LEAs and eligible charter schools with approved plans.
- **Late November/Early December** – DPI makes distribution of RttT funds to participating LEAs and charter schools