Career and College – Ready, Set, Go!

Progress Report

Report from the NC Education Cabinet to
the Office of the Governor, the Joint Governing Boards,
and the Joint Legislative Education Oversight Committee

January 15, 2011

CAREER AND COLLEGE – READY, SET, GO!

PROGRESS REPORT

Session Law 2010-31 Section 7.8.(b) requires the Education Cabinet report to the Office of the Governor, the Joint Governing Boards, and the Joint Education Oversight Committee by January 15, 2011 on its progress toward reaching the Governor's goal that every North Carolina student will graduate ready to be successful in a career, a 2- or 4-year college, or technical training. To this end, the individual sectors of the Education Cabinet have provided the summaries contained in this report. Additionally, information on activities and initiatives to support the Governor's *Career and College – Ready, Set, Go!* education agenda has been provided by the Early Childhood Advisory Council and the NC Business Committee for Education. Both of these entities are housed within the Office of the Governor. Information on the P-20 Longitudinal Data System follows the summaries of activities and initiatives.

Appendix A contains information on the Governor's *Career and College – Ready, Set, Go!* education agenda. Appendix B contains Section 7.8 of Session Law 2010-31. Appendix C contains *Goals, Measures, Baselines, and Final Targets* defined by the State Board of Education and Department of Public Instruction for achieving the goal that every North Carolina student will graduate ready to be successful in a career, a 2- or 4-year college, or technical training.

Standards Development

The State Board of Education (SBE) adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics in June 2010. The SBE also approved Essential Standards for Science, Social Studies, World Languages, and the Arts. Standards for guidance and healthy living are to be presented to the SBE in February 2011 for review and approval. Extensive work involving national and international benchmarking in the development of the North Carolina Essential Standards has been completed. North Carolina schools will transition to these new standards as well as new assessments in the 2012-2013 academic year.

The standards development process included P-20 and community support and input. All of the standards-development teams involved members of the educational community from across the state as well as special interest groups. Members of the business community also participated in the development and review cycle. National content area experts were consulted and participated in content review. This standard development process also included members of the institutions of higher education (IHE). Continued support and discussions with the IHE are planned as tools and professional development that support the new standards are developed.

Knowledge of New Standards and Assessments

To ensure that teachers and educational leaders understand the new standards and assessments, the curriculum and instruction division of NCDPI is creating tools to support instruction under the new standards. These tools will not tell educators *how* to teach but will lay out the knowledge and skills students should have or need to attain, thus helping teachers build the best lessons and environments for their students. These tools include:

- *Crosswalks* between the current standards and the newly adopted standards
- *Unpacking Documents* that clarify the standards for educators and other stakeholders
- *Learning Progressions* that assist educators in understanding the important instructional sequences that students need in order to achieve mastery.

Webinars, online learning modules, and face-to-face professional development opportunities have been scheduled for the LEAs as a means of supporting the upcoming transition. This professional development will include content-specific explanations as well as integration of assessment practices with connections to the North Carolina Teacher Evaluation System. Local educational units are encouraged to utilize *Race to the Top* funds and select a curriculum team to attend one of the institutes during the summer of 2011. This selected team could then serve as professional development facilitators for the LEA.

Reading Diagnostic Initiative

The North Carolina Department of Public Instruction and the North Carolina Teacher Academy are working in collaboration to implement a statewide rollout of an elementary reading diagnostic system in the 2010-2011 school year.

Current Status:

- The current schools participating in the Reading Diagnostic initiative include 5 distinctive groups:
  1. Original pilot schools — **26** – began program in 2009-2010
  2. Reading First schools (upgraded from TPRI) – **78** – began program in September 2010
  3. Cohort I schools (below 56% performance composite) – **75** – began program in September 2010
  4. Cohort II schools (applied and were chosen from 379 applicants) – **236** – began program in November of 2010
  5. Cohort III schools (more chosen from applications) – **67** – beginning program in January 2011
- The total number of schools currently participating in the Governor's initiative is **482**.
- There are approximately 1350 elementary schools in North Carolina. This would mean that **36%** of elementary schools in North Carolina are participating in the reading diagnostics.
- A Train-the-Trainer model is being used to train two teachers from each school on product use, assessment components, reports, and data analysis. The trainers return to their schools and are responsible for training the staff.
- All 482 schools will conduct the Middle of Year (MOY) benchmark assessments beginning in January.
- After the MOY assessment window ends in February, all groups will progress monitor until the End of Year (EOY) benchmark or summative assessment.
- More regional trainings are being scheduled during the spring of 2011 on fidelity and reporting.

Funding:

- State funds were used to pay for any components of the program/initiative that the schools did not have in place.
- Some schools had devices and had purchased parts of the program before becoming a part of the initiative. These schools were a fiscal savings for the state.
- State funds were used to pay for individual student subscriptions for all students in grades K-3 and 20% of students in grades 4 and 5.
- Funds were also used to procure benchmarking kits, training, and devices.
- Each school worked with district and school technology personnel to select a mobile device that met the needs of the teachers at their schools.

Selection of a reading diagnostic system:

- Care was taken in selecting a diagnostic program that mirrored the components of the NC K-2 Literacy Assessment and followed the NC Standard Course of Study.
- The diagnostic program chosen contains the DIBELS universal screener which matches the phonemic awareness section of the literacy assessment and the Text Reading Comprehension (TRC) which corresponds to the running record/retell element.
- Two state laws reflect the need for these diagnostic assessments.

1. State law **115C-105.27(b)(1a)** states that strategies for improving student performance shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level.

2. Regarding Personal Education Plans, state law **115C-105.41** states that local school administrative units shall identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning no later than the fourth grade. Identification shall occur as early as can reasonably be done and can be based on grades, observations, state assessments and other factors, including reading on grade level.

- The use of the reading diagnostic assessments will help teachers identify students at an early age so that interventions can occur in a timely manner and plans can be developed for instruction.

Technology and Assessments:

- An evaluation conducted by the UNC School of Education during the pilot year revealed strengths of the system.
  1. Teachers became more aware of how to use data from the assessments to determine the next steps for their instruction with whole groups, small groups and individual students.
  2. Teachers were more likely to use the formative assessment process throughout the year, because the program helped them to pinpoint areas of concerns and strengths for students. This helped the teachers personalize learning for their students and intervene and enrich as needed.
  3. The reports for parents allow teachers to explain student learning needs and outcomes in parent-friendly terms and offer suggestions for parental support at home.
  4. The technology increases the efficiency of scoring assessments, provides reports for all stakeholders, and is more objective than most current methods of assessments.
- The teachers who are currently in this initiative will be helping to build capacity within the schools to model the use of formative assessments to guide instruction.
- Early interventions in the elementary school years save the state money by reducing retentions and building solid foundations to help prevent future drop outs.

Turning Around the Lowest Achieving Schools

The North Carolina Department of Public Instruction, through its Division of District and School Transformation, has made progress on turning around the lowest achieving schools and districts. The following summarizes activities related to this area:

- Thirty-seven of the sixty-six high schools in NC Turnaround have been exited as their performance composites now exceed 70% proficient. This allows us to begin to focus concentrated efforts at the elementary level in addition to the middle and high schools.

- Schools and Districts to be served have been identified according to established guidelines and definitions. One hundred eighteen schools and twelve districts with 172 schools have been identified as the target for Career and College – Ready, Set, Go! in addition to those schools still remaining in Turnaround.
- Current District and School Transformation staff members have been assigned as temporary liaisons for all districts either identified as a whole district, or containing identified schools.
- Each district needing to address Section E (Turning Around the Lowest Achieving Schools) of the RttT Grant has been contacted, visited, and received support for decision-making and goal-setting related to improving performance and/or graduation rate as required for completion of Section E of their Detailed Scope of Work.
- Regional Leads have provided technical support to all districts in the development of their Detailed Scope of Work.
- The Comprehensive Needs Assessment process is moving forward, with 55 of the 118 RttT identified schools having already had assessment visits, and 13 additional visits or principal orientations scheduled for these 118 schools. Six of the twelve identified RttT districts have either had assessments completed or are currently in the process of having Comprehensive Needs Assessments in all schools and the district as a whole.
- We created job descriptions and worked with Human Resources to establish positions and advertise for candidates. The interviewing/hiring process is underway.
- An organization chart was developed to provide structure to the expanded division in order to efficiently deploy staff to identified schools/districts and provide internal management for the task.
- A Project Coordinator has been identified and begins work January 10, 2010.
- Work has begun with identified districts to match their needs with District Transformation Coach skills and abilities and secure placement agreements. At least six of the twelve districts have reached agreement.
- Customized professional development and on-site coaching continues for all schools and districts that were already being served.
- District and School Transformation staff is making detailed plans for professional development to be provided for identified schools and districts in the summer of 2011.
- Regional Leads continue to facilitate monthly Regional Roundtables in each of the 8 State Board Regions.

Instructional Improvement System

The Department of Public Instruction has made progress in the design of the Instructional Improvement System (IIS) for North Carolina. Since being awarded the Race to the Top grant in September 2010, the agency has completed the following activities.

- Assigned an IIS Project Lead: In September, the agency assigned a current staff member to manage the work of the Instructional Improvement System, under the leadership of the Deputy Chief Academic Officer.
- Developed an IIS Project Position: In October, the agency developed a job description for an IIS Project Coordinator to work with the Project Lead on the initiative. The agency has interviewed several qualified candidates and anticipates hiring the Coordinator by January 31, 2011.

- Convened the IIS Leadership Committee: In November, the agency developed and convened the IIS Leadership Committee, a team of DPI leaders who serve in as an advisory group. The IIS Leadership Committee meets bi-weekly to discuss the progress of the initiative.
- Completed a Detailed Scope of Work: In November 2010, the agency provided the US Department of Education with a Detailed Scope of Work (DSW) for the design, development, and implementation of the Instructional Improvement System. The DSW included a timeline for development and implementation, a more detailed budget, and a plan for staffing the initiative.
- Created a Request for Proposal: DPI has developed a request for proposal (RFP) to engage a consulting group to design and gather technical specifications for the IIS, which will ultimately lead to an RFP (s) for the actual IIS system. The planning RFP is under review by the IT procurement office, and the agency anticipates that the RFP will be posted in mid-January.

Looking forward, the DPI anticipates the following activities, which will allow for the full implementation of the IIS in the 2013 – 14 school year.

- Spring 2011: Focus groups and meetings with stakeholders throughout the State to determine need and preference for system features
- Summer 2011: Release of the RFP(s) for the IIS
- Fall 2011: Selection of vendor (s)
- Spring/Summer 2013: Training on the IIS for teachers and administrators
- Summer 2013: Full deployment of IIS system components, including a classroom assessment tool, a diagnostic assessment tool , and a dashboard and reporting feature to integrate and display data
- 2013 – 14 School Year: IIS fully operational, and educators begin using the tool to improve planning and instruction

Virtual Learning Opportunities

The North Carolina Virtual Public School continues its mission to provide virtual and blended learning services to the districts, schools, and students who need it the most. Through our Race to the Top Grant, we are focusing our efforts to align with the Career in College Readiness agenda in the following areas:

(1) Provision of Blended Courses to Math and Science at Risk Students
- Credit Recovery and Mastery module courses have been designed in Math and Science areas to serve at risk populations. These courses have been revised and redesigned for the past 18 months to also serve exceptional children's populations as well.
- The lessons learned in our modular approach to Math and Science are informing our STEM course redesign so that all areas of the state will ultimately benefit form the blended district and school work will be doing in these areas per Race to the Top. For example, course outcomes will include Microsoft certifications for at risk students in order to be globally collaborative and competitive in tomorrow's workforce.
- An RFP has been developed to target feature districts who serve at risk Math and Science students. This RFP requires the district to also contribute resources to help sustain the

effort and network for building district capacity to offer Math and Science (STEM) blended instruction through a train the trainer model.

- To support the NCVPS work on STEM education and to ensure that the Common Core Standards are aligned with college-ready math and science standards, NCVPS review teams have been working with NCDPI and the ACRE effort to ensure quality course fidelity during the transition to Common Core.
- The NCVPS design teams are developing (8) STEM project based learning courses around the Common Core and these courses will be modular and mobile for use on the North Carolina education cloud well beyond the targeted districts in Race to the Top. This means students, teachers, and/or users at large will have access to full course, components, and/or competencies over the North Carolina education cloud regardless of zip code.

(2) Alignment of Access to 21 st Century Device Deployment and Mobile Learning

- Devices are being leased to student and teacher cohorts. These devices will house next generation STEM content and provide portable learning platform to all users. The lessons and training provided on these devices will also populate professional development efforts on the NCDPI Instructional improvement System.
- Because some of the mobile learning around STEM will be just in time, this mobile learning will be repurposed for free on the recent instance of the Itunes U account promoted and incubated in the Governor's office. The larger portfolio of learning objects can be resold to other states and housed on the North Carolina Education Cloud. Moreover, the services to support the work can also be platformed, networked, and outsourced to other state and district via the cloud.
- The device deployment will be leased over the maturation of the Race to the Top Grant in order to provide the latest technology and training. Furthermore, all LMS contracts being considered for the cloud will integrate the mobile learning approach for STEM (Math/Science Courses) so that underserved areas of the State can at least access course content on a smart phone web browser.
- Certification badges will be a focus of mobile redesign efforts. This means that it will be entirely possible at the end of the four years to realize a major part of a cisco networking engineering certification for example over a mobile browser.
- Dr. Setser is also working with State Virtual Schools to build a client base and sales force to the other state virtual groups who wish to gain access to the NC Education Cloud; particularly the mobile learning repository that will include a suite of outsourced services.

NC Learning Technology Initiative

Through the guidance and efforts of the North Carolina Learning Technology Initiative Steering Committee, North Carolina has approximately 110+ public elementary, middle, high, and early college high schools in 47+ LEAs that have partial or complete one-to-one availability of teacher and student digital learning devices. Funding sources for these efforts include local, state, federal (TITLE II EETT), public and private industry (SAS, AT&T, Lowe's, and others), and foundations (local education foundations and Golden Leaf Foundation). Other endeavors include Governor Perdue's Diagnostic Device initiative, which puts hand-held diagnostic assessment devices at the disposal of NC's elementary teachers, and IMPACT, which puts additional classroom teaching and learning technology in the schools with the highest need.

Alignment Activities

The North Carolina Community College System Office, Department of Public Instruction, and University of North Carolina General Administration staff members have made progress on alignment of high school graduation standards with college-ready standards, assessments across sectors, and dual enrollment offerings. The following summarizes the NCCCS activities related to these three alignment areas.

(1) Alignment of Graduation Standards with College-Ready Standards
- In August 2010, the State Board of Community Colleges ratified a resolution endorsing the efforts of the State Board of Education in adopting the Common Core Standards.
- NCCCS and DPI staff members, under the leadership of Dr. Morrissey and Dr. Garland, hold regular bi-monthly meetings to discuss the State Board of Education's Accountability Plan and the implementation plan for the Common Core Standards.
- Dr. Morrissey and Dr. Mabe met with the co-chairs of the Transfer Advisory Committee to request a review of the Comprehensive Articulation Agreement to better align college-ready standards and college transfer standards for English and mathematics. College Access Challenge Grant funds were approved to support this work, and faculty discipline committees will convene in spring semester to conduct the review.
- To support the NCCCS work on developmental education and to ensure that the Common Core Standards are aligned with college-ready math standards, Drs. Morrissey and Mabe convened a mathematics discipline committee on November 29. Dr. Cindy Bennett from DPI attended the meeting to provide information about the Common Core Standards. The committee will review the Core Standards to ensure alignment with college readiness in mathematics.
- The NCCCS Developmental Education Initiative State Policy Team is moving forward with a plan to redesign developmental math, reading, and writing courses. A math faculty team will convene in January 2011 to begin the work of redesigning the developmental math curriculum to ensure that developmental math is aligned with college-ready standards.
- Dr. June Atkinson and Senator Howard Lee are members of the DEI State Policy Team and serve on the subcommittee that is addressing alignment across the educational sectors.

(2) Alignment of Assessments
- North Carolina Community Colleges use ACT's COMPASS or College Board's Accuplacer to assess and place students who enter the community college. Students who do not meet the cut-score for college-level placement in English and/or math are placed into an appropriate developmental course. The DEI's developmental math redesign will replace the community college semester-length developmental math courses with 9-12 shorter units or modules. The NCCCS will then adopt diagnostic assessment tests that will more accurately identify the developmental competencies for targeted intervention.

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- The NCCCS is conducting a validation study of placement tests. The validation study will be completed in April and will result in adjusted placement cut scores.
- The DEI State Policy Team requested a study of multiple placement measures that might be used in addition to or in lieu of the placement test. The NCCCS has contracted with Columbia University's Community College Research Center to conduct a correlation study of high school transcript information and placement. The study will be completed in June 2011 and will result in placement policy recommendations to the State Board of Community Colleges.
- The NCCCS is reviewing a policy proposal to allow colleges the flexibility to place students who score within the standard error of measure to enroll in a higher level course if other factors, such as the high school transcript, indicate that the student will be successful.
- In June 2010, Dr. Ralls signed a letter of support for North Carolina's participation in the Smarter Balanced Assessment Consortium to develop assessments for the Common Core Standards.

(3) Alignment of Dual Enrollment Offerings
- The NCCCS and DPI jointly developed a structured dual enrollment proposal that will allow high school juniors and seniors to take identified courses that lead to seamless career and college readiness pathways. The proposed program establishes two pathways that support students' transitions into post-secondary education and the workplace.
  - Career Pathway: Consists of technical education and STEM courses that lead to credits toward an associate in applied science degree and skills for entry-level jobs in high-demand technical occupations.
  - College Transfer Pathway: Consists of 25 hours of coursework leading to a certificate of transfer for students interested in completing an associate in arts or associate in science degree and transferring to a four-year college or university.
- The selected course disciplines are intended to promote academic rigor, create meaningful pathways to further education or careers, reduce the need for remediation, increase persistence and high school graduation rates, and increase the college-going rate of North Carolina high school graduates.

In summary, the NCCCS is actively engaged in reviewing and aligning college-ready standards, redesigning developmental education, aligning placement tests with college-ready standards, introducing diagnostic assessments, and identifying a coherent sequence of college transfer and STEM-related dual enrollment courses. These efforts support the Governor's "Career & College – Ready, Set, Go!" education agenda.

Implementation of Success NC Related to Increasing Associate Degrees and Certificates in Higher Education

Success NC is a program that represents a collaborative effort between The University of North Carolina and the North Carolina Community College System (NCCCS) with the goal of increasing the number of North Carolinians with college degrees and workplace relevant credentials to prepare them for success in today's 21st century knowledge-based workforce. For community colleges, this includes both associate degrees and certificates/certifications. Launched in January 2010, the initiative is an outgrowth of joint planning discussions between

UNC and NCCCS that began in Fall 2009. Success NC aligns with the Governor Perdue's "Ready, Set, Go" agenda to "increase the number of students graduating from colleges, universities, and community colleges to truly innovate and affect NC's economic future. In the Success NC initiative there are several key "areas of focus" aimed at increasing the number of North Carolinians with associate degrees and certificates. These areas of focus include: setting degree production goals; streamlining the current "Comprehensive Articulation Agreement"; establishing a pilot "Online Degree Center"; and, expanding recruitment of minority males, the most underrepresented population in community colleges.

The joint setting of degree production goals and benchmarks is a first in North Carolina public higher education, and a first ever attempt by the NCCCS. The intent of this activity is clearly to increase the number of people with degrees and workplace credentials. This activity required the development of data computation capability to project enrollment increases at NCCCS campuses. The challenges of this activity are further complicated by the cyclical nature of community college enrollments, and by the definitions that surround the concept of "completion." Community colleges enrollments are "economy driven," with enrollments peaking during recessionary periods. When the economy is poor, people attend NCCS campuses to re-tool themselves and their employability skills, whether by pursuing new degrees in high-demand occupations, or by participating in accelerated job-training that yields workplace relevant credentials or certifications. Improving the **percentage** of people who actually "complete" a degree or credential (defined as transferring to a UNC or private college; completing an associate degree, diploma, or certificate/certification; or persisting toward completion) will have a profound impact upon the goal of increasing the number of North Carolinians with college degrees and workplace relevant credentials. Over the course of 2011, the NCCCS will work to establish completion metrics, and intermediate benchmarks that focus upon progress toward completion. The joint setting of degree production goals will follow in 2012, as students initially enroll at a community college campus, and subsequently transfer to the UNC system to pursue either baccalaureate or advanced degrees.

Both the NCCCS and UNC have begun a review of the current Comprehensive Articulation Agreement (CAA) in order that non-traditional students can clearly understand the requirements needed to complete their degrees, and to facilitate a more seamless transition from a community college to the university, leading to more successes in degree completion. The current 44-hour core has been reviewed by the Transfer Advisory Committee (TAC), with a particular emphasis on alignment in English and math courses. NCCCS and UNC faculty will begin joint work through disciplinary review panels in early 2011, with a goal of implementing any changes to the CAA late next year.

There are a number of existing NCCCS/UNC partnerships throughout the state that promote efficient communication and coordination of the transfer process leading to degree completion. Twelve UNC institutions offer face-to-face degree programs at 36 community college campuses. Several UNC institutions have transfer advisors physically located on community college campuses to advise students, which research has shown facilitates successful transfer and student completion. In an attempt to provide greater access to UNC programs, the NCCCS and UNC began dialogue about establishing a pilot "Online Degree Center" to enable students to complete both their associate and baccalaureate degrees without having to leave their home community. An Online Degree Center can provide the appropriate student advising and support mechanisms (online advising, program liaison, exam proctoring, computer lab space, etc), delivered on the

community college campus, to assist students in degree completion. A useful tool developed by UNC in this regard is the CFNC Student Transfer Navigator, which will serve as an academic roadmap to guide students along the transfer path. The pilot location that has been identified for an Online Center involves four (4) community college campuses (Edgecombe, Halifax, Nash and Wilson) in the Upper Costal Plains Consortium. These colleges already have strong partnerships with UNC campuses that can be leveraged in providing access to UNC's degree programs through UNC Online.

To assist students in successfully moving from high school into and through college and workplace credential programs, the NCCCS and UNC are strengthening the focus upon underrepresented students, especially minority males. This is being accomplished through the expansion of the successful NCCCS "Minority Male Mentoring Program (3MP)." The NCCS has operated this program for several years. In the Spring of 2010, 132 students from 14 community colleges visited seven UNC campuses. The intent of the activity was to encourage minority male community college students to complete a baccalaureate degree by exposing them to UNC campuses. The NCCCS and UNC are developing a plan to co-brand the "3MP" program to allow minority male college transfer students an opportunity to participate in a similar program at one of the 16 UNC institutions. The intent is to provide minority male students with academic support and mentoring in order to improve retention and graduation rates.

Consistent with the "Career and College – Ready, Set, Go!" objective of increasing the number of certificates and associate or bachelor's degrees in higher education, the NCCCS and UNC have partnered in several areas. Each system will set degree production goals and seek to improve retention and completion rates; will jointly streamline the CAA for transfer students from one system to the other; will pilot an Online Degree Center to facilitate degree completion locally and conveniently; and, are working to attract more minority students to both CC and UNC campuses to enable them to complete higher-level degrees and workforce credentials.

UNC is working in numerous ways to further the Governor's goal that every North Carolina student will graduate ready to be successful in a career, a 2- or 4-year college, or technical training. These efforts are described in the following.

UNC Board of Governors endorsement of Common Core Standards; Mathematics and Language Arts teams to explore college-ready

The Board of Governors endorsed the SBE's adoption of the Common Core Standards in August 2010 and will work in a myriad of ways to support their implementation. The University of North Carolina has joined with the SBE and DPI in the national consortium to develop new assessment standards to be compatible with the Common Core. UNC has joined with the North Carolina Community College System to establish work groups to address college readiness in mathematics and language arts. These workgroups are co-chaired by a chief academic officer from each system and are coordinating their work with DPI.

Common Core Standards will inform teacher preparation in UNC

K-12 curriculum and teacher capacity are critical to North Carolina's successful implementation of the Common Core Standards. Institutions of Higher Education may need to provide professional development for practicing classroom teachers to assure they have achieved these standards and are able to help students attain them. Likewise, teacher education programs, public and private, must focus on developing the capacity of new teachers to enable student to achieve these standards. UNC leadership has become more actively engaged in assuring that teacher capacity, assessments, and curriculum expectations are up to the task.

UNC Work on international dimension of teacher preparation

UNC Council of Education Deans and the University Council on International Programs have initiated a Forum on Internationalizing Teacher Education. The purposes of the Forum are to: 1) exchange information among the UNC institutions about current efforts to provide pre-service teachers with global experiences or to "globalize" the teacher education curriculum; 2) to create a clearinghouse or other means for exchanging information on this important topic; and 3) to find leveraged ways that the UNC member institutions can enhance the international perspectives of our teacher education students, so they can better work in 21st Century classrooms.

UNC comprehensive research program for teacher quality

UNC initiated a comprehensive research approach to assess the impacts of teacher preparation programs on student achievement entry patterns of graduates into NC public schools, and the factors impacting retention of those teachers once employed. The purpose of this effort is to assess the impacts of graduates of the 15 UNC teacher preparation programs on student achievement. In addition, the research assesses the impacts of other sources of teachers, such as those who pursued "alternative" routes into the teaching profession and those who come from other states to teach in North Carolina's public schools. The findings from these assessments can

focus attention on programs and routes into teaching that are raising achievement to identify best practices for teacher preparation programs. In addition, the findings can identify programs and routes that need improvement in the state's efforts to adequately prepare students for college and work. Finally, the research can identify other factors, such as out-of-field teaching assignments or preparation programs that are particularly effective with specific group of students, which can be targets of reform or models to be emulated in the efforts to improve student achievement.

- Research approach to address quality teacher and school leader preparation:
  o Impact Model(s), Persistence Model, and Entry Model

- Teacher quality research impact model(s) analysis completed:
  o Assessing the impacts of teachers prepared by UNC teacher education programs on achievement and other outcomes – analysis completed at the high school , middle school , and elementary school levels
  o Assessing the impacts of principals prepared by UNC Masters in School Administration (MSA) programs on achievement and other outcomes
  o Comparing the effectiveness of UNC teacher preparation programs with other routes of preparation such as out-of-state, NC private institutions, lateral entry, Teaching Fellows, and Teach for America

- Teacher quality research persistence model analysis completed:
  o Assesses the retention of teachers that have been prepared through UNC teacher education programs (as well as other portals of entry where the data is available) and their employment in North Carolina public schools. Based on historical employment data, the model identified variables that impact the retention of teachers, as well as the differentiated retention of teachers by school type.

- Teacher quality research entry model analysis underway:
  o Assesses the entry patterns and distribution of teachers that have been prepared through UNC teacher education programs (as well as other portals of entry where the data is available) to employment in North Carolina public schools.

- UNC research will be used to drive program improvements:
  o Identification of promising practices & focused discussions with campus leaders
  o Roundtable discussions to identify next steps in the research and analysis
  o Assessing the impacts of different courses and preparation practices

UNC teacher education programs available online

In addition to hybrid programs and face-to-face programs at a distance, UNC campuses offers 12 teacher education baccalaureate program online and 20 certificate or licensure add-on programs on line. In addition more than 20 masters' degrees are offered fully online for the benefit of teachers.

The UNCG iSchool's and the North Carolina School of Science and Mathematics' opportunities for students

The iSchool at UNC Greensboro provides online college courses to high schools across the State. The NC School of Science and Mathematics provides videoconference courses to students in many high schools across the State, and in addition to the resident student on its campus in Durham provides formal relationships to the school for a large number of students who could not be admitted because of space limitation. In 2010-11 approximately 140 juniors and seniors are taking online high school courses from the School of Science and Mathematics.

UNC increase in degrees in STEM areas

UNC has placed a focus on the STEM areas and has seen an increase in degrees produced. At the baccalaureate level, the combined productivity of STEM areas has grown from 5,019 baccalaureate degrees awarded in FY 2005 to 5,622 awarded in FY 2009, a growth of 12% in this recent period.

UNC Expansion of the production of teachers in math and science

UNC has established an ambitious rolling five-year accountability plan aimed at increasing the supply of new teachers available to address the state's needs. The plan calls for expanding the productivity of initially licensed teachers in identified high need licensure areas.

The University's teacher recruitment efforts have been highly effective in responding to NC's teacher supply and demand needs. Through a system-level plan of accountability, Chief Academic Officers, Education Deans, and Arts & Sciences Deans on each campus have set five years of productivity goals for traditional and alternative high-need licensure areas, as well as goals for overall productivity of teachers. The plan directs campus leadership to focus attention on preparing more teachers specifically in mathematics education, science education, middle grades education, and special education. As a result of this work, initially licensed teachers in high-need licensure areas (mathematics, science, middle grades, and special education) have increased significantly from 1,006 in 2006-07 to 1,469 in 2009-10.

Burroughs-Wellcome Funded Math and Science Teacher Education Program

UNC received a $5.1 million dollar grant to provide scholarships to juniors majoring in science or mathematics to also prepare them to be teachers. Four campuses, UNC Chapel Hill, UNC Asheville, NC State, and NC Central, are committed to producing 120 new science and math teacher who will have a solid grounding in mathematics or a science discipline.

UNC Participation in Regional Leadership Academies

UNC institutions seek to be active partners in the development and evaluation of the newly established leadership academies designed to recruit and prepare effective principals for NC public schools.

UNC participation in focused teacher preparation for low performing schools based on research data and a part of RttT

With support from NC's RttT grant, UNC General Administration is working with NCDPI and SBE to design and implement a program of support for new teachers aimed at improving the knowledge and ability of newly prepared teachers to understand and apply the NC Standard Course of Study. The program will immerse new teachers in intensive instructional planning focused on effective teaching practices, student learning opportunities, as well as classroom lessons that are aligned to the instructional level and area of the new teachers' classroom assignment. The new teacher support program will draw from models, like Teach for America's intensive summer institute, to improve the effectiveness of participants through intensive and relevant induction support aligned to the new teachers' assigned areas. The program will be linked to coaching support and professional development provided to teachers in their first three years of employment.

SuccessNC

UNC and the NCCCS have submitted a report to the General Assembly (Joint Legislative Education Oversight Committee) regarding SuccessNC. Here are some of the highlights of the report.

NCCCS and UNC's SuccessNC joint initiative encompasses three main goals:

1. To **ALIGN** UNC and NCCCS system goals and processes to achieve increased student success;
2. To **ACCELERATE** successful degree completion through online learning; and
3. To **ASSIST** students in successfully moving from high school into and through college and workplace credential programs.

NCCCS and UNC have formed a team of leadership staff in both system offices who have worked toward developing and implementing the initial components of SuccessNC. The staff team has met bi-monthly since February 2010 to assess progress toward milestones in the SuccessNC action plan.

GOAL #1 – ALIGN

NCCCS and UNC are collaborating to align system goals and processes to achieve increased student success through the following efforts:

1. SET DEGREE PRODUCTION GOALS
NCCCS and UNC are working collaboratively to set **goals and benchmarks** to increase the number of people with college degrees and workplace credentials, and also to jointly plan for student enrollment growth at both community colleges and UNC campuses. This level of joint goal setting and planning has never been done before, and will give both NCCCS and UNC the ability to comprehensively benchmark and set goals for increased degree and workplace credential production.

2. STREAMLINE ARTICULATION AGREEMENTS

UNC and NCCCS have begun a **review of the current Comprehensive Articulation Agreement** between UNC and Community College campuses so that both traditional and non-traditional students can clearly understand the requirements needed to complete their degrees and experience a more seamless transition from community college to university. Clearer alignment between NCCCS courses and programs and UNC degree requirements will enable students to progress more successfully toward degree completion

GOAL #2 – ACCELERATE

To accelerate students to successful degree completion, NCCCS and UNC will leverage UNC's online course and degree programs – including its 73 baccalaureate completion programs – by partnering with community college campuses to establish **Online Degree Centers** where community college students can complete both their associate degrees AND their baccalaureate degrees without having to leave their home community. The Online Degree Centers will provide the appropriate student advising and support mechanisms, delivered on the community college campus, to assist these students in successfully completing their college degree programs.

GOAL #3 – ASSIST

NCCCS and UNC are collaborating to assist students in successfully moving from high school into and through college and workplace credential programs through the following efforts: Expand Minority Male Mentoring Program; Strengthen Developmental Education Professional Development Programs; and Simplify Need-Based Financial Aid Programs

NCICU is comprised of North Carolina's 36 private, non-profit liberal arts, comprehensive, and research colleges and universities accredited by the Southern Association of Colleges and Schools. The following summarizes NCICU activities and initiatives that support Career and College: Ready, Set, Go!

- NCICU's Board of independent college and university presidents was the first in the state to endorse the National Common Core Standards. The success of students attending independent colleges and universities is directly related to the preparation students receive in the public schools throughout the state. Private colleges will welcome the day when no college freshman is required to be enrolled in a remedial course, and every high school graduate has the opportunity to further his or her education. College completion rates in the independent sector are the highest in the state but are the continued focus of improvement efforts.

- Private colleges and universities, including but not limited to teacher preparation program faculty, are working with the public schools across the state.

- College and university personnel have served on committees to align the standards with higher education expectations. Teacher preparation programs are incorporating the new standards in their program curricula.

- NCICU staff continues to work with all the other education sectors to implement a P20 longitudinal data system.

- NCICU's Independent College Access Network (ICAN) Program is providing staff assistance and mini-grants to independent colleges and universities to implement programs to expand college access and retention. NCICU held (and was the first private college and university sector to do so) a statewide conference on college access and success to discuss programs and best practices. Many high school students continue to take courses at NCICU institutions. NCICU has the first early college program to have been established in the state—Guilford College's The Early College.

- NCICU institutions are taking steps to recruit more and better teacher candidates in both alternative and traditional routes to licensure, with a special emphasis on math, science, middle grades, and special education.

- NCICU is partnering with the Public School Forum, the New Schools Project, and other groups to promote higher standards in all sectors of education.

- NCICU has sponsored peer mentoring coordinators, providing grant funding for student coordinators to work on campuses with faculty or staff members to recruit student volunteer mentors to help at-risk students be successful in college.

The North Carolina Schools for the Deaf and the Blind

The North Carolina School for the Deaf, the Governor Morehead School for the Blind, and the Eastern North Carolina School for the Deaf implement the following programs and initiatives to ensure that North Carolina students, birth through age 22, who are deaf and/or visually impaired complete their education programs prepared to successfully secure placement, employment, or further education and training.

(1) Students are prepared to be successful in school and can successfully progress through PK – 20 education by:

- Participating in early intervention programs for children ages birth to 5 years old. These services are provided in the home and the child's community and collaborations are established and coordinated with other agencies, organizations, and service providers serving children that are medically fragile and/or sensory impaired. Education is provided to the family, child and others involved in the students' environment in the areas of: communication, concept development, independent living skills, motor, sensory development, social emotional development, utilization of residual hearing and vision and/or alternative strategies.

- Preschool – 12 education is provided to students individually and in smaller groups and class sizes have higher student/staff ratios for successful skill development and educational progress.

- Initial assessments in the areas of, audiology, Braille, communication, education, independent living skills, psychology, occupational therapy, orientation and mobility, speech and language, and vision. Triennial reevaluations are scheduled and reviewed and recommendation included in instructional program.

- Individual Family Service Plans (IFSP) and Individual Education Plans (IEP), as appropriate, are developed and reviewed on an annual basis and more frequently as needed to change, set, and/or prioritize goals and measure progress.

- Transition planning is integral to the instructional programs beginning at age 14 and includes partnership in IEP planning with businesses, community, post secondary education/training agencies, students and families. Areas are expanded to include: activities of daily living, employment, residential, travel, and community resources.
- Diagnostics and support for career and college readiness is provided from middle school through high school utilizing assessments, interest surveys, coaching, job readiness activities, mentoring, skill development, and job or educational transition and placement.

(2) Students receive clear standards and high expectations, and benefit from the best teachers and principals that can most effectively help students reach those standards by:

High Expectations
- Participation in national, state, and local, disability specific assessment, accountability. and training programs

- Increased access to virtual learning opportunities for students and teachers like those provided through the NC Virtual Public School, highway rooms, smart boards and internet
- Participation in Middle School STEM grant for increased access to Science, Technology, Engineering and Mathematics opportunities;
- Accreditation by Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)

Teacher Training
- Teachers are frequently Nationally Board Certified
- Presenters for professional organizations: Association for the Education and Rehabilitation of the Blind and Visually Impaired, Conference of Administrators of Schools and Programs for the Deaf, Council of Schools for the Blind, North Carolina Association of Educators
- Collaboration with Lenoir-Rhyne University Deaf Education Teacher Preparation Program and North Carolina Central University Teacher Preparation for Teachers of the Visually Impaired

(3) Fully understand and complete the prerequisites for the career, certification, or degree of choice that promotes workforce success by:

- After school remedial and expansion courses
- Short term programs for students in assistive technology
- Summer school

Division of Child Development

The NC Division of Child Development understands that every child is special and unique and deserves the best start possible. Studies reveal that a high quality child care program will help children become ready for school with an increased chance for success. In North Carolina, child care quality is assessed through the Star Rated License. All licensed programs, except religious sponsored programs, have a star rating similar to the ratings found for other products and services. A One Star indicates that the program meets North Carolina's minimum child care requirements. A Five Star license means a program meets the voluntary enhanced standards required for the highest level of child care quality. Forty years of early education research show that programs which positively impact children are those with highly skilled teachers, age-appropriate activities, stimulating materials, and a safe environment. Through federal and state funding, the Division of Child Development and the Smart Start initiative are able to provide support for child care programs so that they may improve levels of quality through quality enhancement initiatives, the Child Care Resource and Referral System and programs that support the early childhood workforce such as TEACH and WAGE$.

Over time, North Carolina has seen an increase in the level of quality in early childhood programs — helping our children develop the social, emotional, and academic foundations that will serve them throughout life. Currently, 63% of all children in early care and education attended 4- and 5-star programs as compared to 33% of children in 2001. In addition, 94% of children from low-income families with special needs were in high-quality care (compared to

61% in 2001). North Carolina data indicate that children in higher quality care (particularly 4- and 5-star quality) experience positive outcomes in both cognitive and social development. These improvements in child care quality over time are critical for our state, because we now have strong evidence linking higher stars in our rated license to better outcomes for children and ultimately for North Carolina. Children in quality programs are more likely to have the experiences needed for higher academic achievement, economic productivity, and responsible citizenship. The Division of Child Development is proud to be able to contribute to the "Ready" component of the Governor's "Ready, Set, Go!" initiative by providing an effective system for assessing, tracking, and supporting child care quality in our state.

A strong array of early childhood programs and services is integral and crucial to the Governor's Ready, Set, Go education initiative. The "Ready" priority calls for working toward the goal of assuring that all children "are healthy and ready to start school through early childhood development and health care programs." The Governor has established the Early Childhood Advisory Council (ECAC) to lead the state in creating and sustaining a shared vision for young children and a comprehensive, integrated system of high quality services that supports ready children, families, and communities. The ECAC will be comprehensive in its approach, focusing on all it takes to get young children (pre-natal to five) off to the best possible start—health care services, early care and education, and family strengthening. Building on the pioneering programs for which North Carolina is known, the ECAC provides a means within state government to knit together the existing resources for greatest impact and to take the next important steps toward the goal of assuring the best possible outcomes for all children. Among the first tasks of the ECAC is the development of an integrated, comprehensive early childhood strategic plan for the state.

Located in the Office of the Governor, the NC Business Committee for Education is a non-profit, non-partisan consortium of businesses from across the state. Its mission focuses on ensuring that every student in North Carolina graduates from high school ready for life and work in a global society. The information that follows is not intended to be inclusive of all efforts by NCBCE to support progress toward the goal that every student graduate ready to succeed in a career, a two- or four- year college or technical training.

NCBCE's member survey identified knowledge and skills business leaders need in prospective employees. That survey informed the State Board of Education (SBE) as the mission and goals were revised. The mission includes language about the importance of preparing every student to compete in a global economy. Following revision mission/goals, NCBCE members served on the Blue Ribbon Task Force for Accountability to ensure that assessments and accountability for schools/students/teachers included those 21st century skills/knowledge included in the survey.

As part of the reform work, the SBE began revisions to curriculum, teacher preparation, leadership standards and assessments. NCBCE members have provided concrete input in every area of the reform work. Curriculum revisions were sent to business leaders for their feedback and input. To date, NCBCE members have provided input in English Language Arts, Mathematics, Science, Social Studies and the Arts. This input ensures that students are successful in career and college upon high school graduation. Additionally, NCBCE members weighed in on the new standards and evaluation tools for all educators. This work followed years of support for the Teacher Working Conditions survey that helps provide data to keep/retain excellent teachers for every student. (Note: The 2010 TWC survey had a record participation of 89% --over 104,000 educators completed the survey.) Upon request by NCBCE Chair, one NCBCE member company committed to financial support for the Student Learning Conditions survey to be aligned with the TWC survey. Recently, NCBCE members were part of a focus group with DPI professionals to provide input on the new accountability model.

NCBCE members in collaboration with the NC Principals and Assistant Principals Association (NCPAPA) participated in the Distinguished Leaders Program. Candidates for the Distinguished Leaders designation visited NCBCE businesses to discuss skills and traits that lead to effective leaders. Powerful conversations between education and business leaders positively impacted this part of the NCPAPA program and will continue in 2011.

NCBCE brings together cross-sector groups including business, education and government leaders to collaborate on education priorities and issues. Increasing the conversation and collaboration among these stakeholders will enhance the success of every student. The NCBCE annual meeting held at NC State University's Friday Institute was designed to build collaboration to produce a globally prepared student, teacher and workforce and included Governor Perdue, expert panelists and students to move North Carolina forward. Collecting feedback from participants led to the creation of NCBCE's two-year action plan. One of the outcomes of these meetings is the electronic Education Resource Guide. This Guide helps funders and school systems find resources they are seeking to support schools. The Guide was distributed to all North Carolina superintendents as a part of the School and District Transformation professional development. A second outcome from these collaborations is the

webinar series. To date, NCBCE has partnered with the DPI in webinars designed to continue the conversation among business, education and policy leaders on topics from Accountability and Curriculum Reform Effort, the Performance Navigator Data System, Professional Development for Educators, District and School Transformation, Creativity and the NC Virtual Public School. These webinars are designed to both inform and to seek input from stakeholders outside the education groups to support funding and program priorities that ensure students graduate career and college ready. Another effort to enhance dialogue among stakeholders is the series of small, focus-group meetings being held across North Carolina. To date, meetings have been held in Raleigh (where Governor Perdue had a chance to hold conversation with business, education and policy leaders) and in Kannapolis. The State Superintendent, SBE Chair and Education Cabinet Executive Director have participated in these interactive focus-group meetings. Other meetings will be held across the state in January and February of 2011.

NCBCE in partnership with First Gentleman Bob Eaves supports his job shadowing initiative Students@Work. This initiative is an effort to help middle school students make connections between academics and the real world of work. Dropout decisions are often made in middle school and Students@Work will successfully intervene with at-risk students. NCBCE's Students@Work week planned for winter 2011 has a goal of providing middle school students opportunities in every county in North Carolina. A video featuring the First Gentleman, SBE Chair Bill Harrison and NCBCE members has been created and viewed across North Carolina.

NCBCE supports performance-based assessments such as the NC Graduation Project which is being used in the majority of school systems across the state even though it is not required. These assessments connect students' interests and academics and provide information about what students can do with what they know---as deemed an identified necessity by NCBCE members when making employment decisions.

Business North Carolina magazine in partnership with NCBCE produced a roundtable discussion titled *Minding Their Business: When it comes to improving the public-education system, school officials say they depend on the help of industry leaders.* Originally published in December 2009, this article has been used across the state to show the importance of collaboration among business, education and policy leaders. Participants in the roundtable were: Dr. June Atkinson (State Superintendent), Dr. Bill Harrison (SBE Chair), Bill Shore (GSK), Carl Harris (former Durham Public Schools Superintendent), Bryant Kinney (Duke Energy), Paul Sale (Cisco), André Peek (IBM) and Tricia Willoughby (NCBCE).

NCBCE members serve in advisory capacities on multiple boards, committees and commissions ensuring that the collective business voice is heard. Among others they include (for a complete list see www.ncbce.org):

- Healthy Schools Cabinet
- Governor's Education Transformation Commission
- Business Committee on Creativity
- Economic Development Board
- Comprehensive Arts Education Task Force
- Compulsory Age Task Force
- Council on Education Services for Exceptional Children

Each sector represented on the NC Education Cabinet collects large amounts of data related to students, staff, finances, curriculum, instructional resources, and other aspects of the educational experience. While some sectors have or are developing capabilities for assembling longitudinal data *within* their sector, the State currently does not have the capability to easily and reliably assemble the data from *across* the sectors and analyze it collectively to make outcome-based decisions regarding policies, programs, and practices aimed at increasing student success at every point along the State education-workforce continuum. The development and implementation of robust and aligned data systems are central to documenting the achievement and continuous improvement of students, PK-12 schools, colleges, and universities, as well as responding to programmatic, policy, and legislative questions about the state's investment in education. In December 2009, a proposal to fund the development of a P-20+ Longitudinal Data System, collaboratively developed by representatives of the education sectors, the NC Early Childhood Data Group, and the State Employment Security Commission, was submitted to the Institute of Education Sciences (IES) State Longitudinal Data Systems (SLDS) grant program, funded through the American Recovery & Reinvestment Act (ARRA) of 2009. Although not selected for funding, the proposal contains the group's high level vision for a P-20+ Longitudinal Data System that clearly builds upon the existing capacities, programs, and initiatives of the group members, and proposes specific goals, measurable outcomes, and timelines for making the vision a reality. The NC e-Learning Commission is working on recommendations as to how we may continue to work toward development and implementation of the longitudinal data system without federal funding.

Appendix A

Career and College - Ready, Set, Go!

"Every kid - no matter where he or she lives in NC - must graduate from high school with what it really takes to succeed in a career, in a two- or four-year college or in technical training."

- Governor Perdue

READY

Increase the number of students who can read, write and do math at the end of grade three

- Develop a Child Advocacy Council to increase ways for all kids to come to school healthy and ready to learn: better prenatal care, healthy kids, Smart Start, More at 4, etc.

- Continue to invest in smaller class sizes in K-3 where research has proven students learn more and have fewer discipline problems.

- Implement Diagnostic Assessments using hand held technology that allow teachers to check where each child is with reading, writing and math basics throughout the year so they have a solid foundation for continued learning.

SET

Increase the number of students that perform at or above grade level

- Provide incentives to ensure there are Great teachers in every classroom especially in hard to staff schools and/or hard to staff content areas (Science and Math)

- Implement a Leadership Academy -schools need good leaders who know how to motivate teachers and students and data to make good decision

- Maintain high expectations, standards and strong accountability-

  o Restructure the ABC's program to include diagnostic assessment, 21st Century skills and national assessments so we can see how our students compare to others across the nation and world

  o Develop bonuses for schools that reward targeted increased student growth

  o Adopt the Common Core national standards: PK-12, higher education, and business community agree on career and college skills -what all students need to know to graduate ready to work, go to college or vocational school

- Develop more international schools and learning partnerships with other countries for global awareness-especially with second languages - Students will need to compete, communicate, and collaborate globally

- Increase virtual learning opportunities so every child no matter where they live can reach his or her potential

- Put more technology into the hands of students and teachers to increase individualized learning options

- Increase the use of technology for providing professional development opportunities for teachers

- Implement the Student learning Conditions survey to find out how we need to change our classrooms and schools so kids learn and stay in school.

- Develop more Science Technology Engineering and Mathematics (STEM) initiatives

- Expand the transformation model to partner with low performing schools, ie, Halfax

- Develop a P-20 longitudinal data system in order to provide comprehensive data and information on all students

GO

Increase the number of students taking college credit courses while in high school; graduating from high school; going to college; and completing a degree from community colleges, colleges and universities

- Put into place a Community College readiness initiative to include using Accuplacer, Compass, or other diagnostic type assessment to provide accelerated learning opportunities to make sure that students graduate with skills necessary to do community college work

- Develop enrichment initiatives to provide support for students who need support in English, writing and higher level math

- Implement a Graduation Coach model to support students in meeting graduation requirements

- Consolidate high school transitions courses or programs so that students have access to more college level or specific career and vocational courses while in high school

- Develop more college level specific career and vocational courses on line courses available to high school students.

APPENDIX B

SESSION LAW 2010 – 31
SENATE BILL 897
SECTION 7.8

CAREER AND COLLEGE – READY, SET, GO!

SECTION 7.8.(a) The State Board of Education shall work with all member institutions of the Education Cabinet and the Joint Governing Boards to focus funding and program priorities to ensure that all North Carolina students graduate prepared to successfully pursue a career or further education. Each Education Cabinet institution shall prioritize the Governor's Ready, Set, Go! initiative and ensure to the extent possible that all students PK-20:

(1) Are prepared to be successful in school and can successfully progress through PK-20 education. This includes, but is not limited to:
   a. Establishment of the Governor's Child Advocacy Council to increase ways for all children to come to school healthy and ready to learn;
   b. Investment in early child development programs like Smart Start and More at Four;
   c. Investment in smaller class sizes in K-3;
   d. Implementation of student diagnostics in grades K-3 and 5 to ensure that all students at a minimum possess grade-level reading, writing, and math skills;
   e. Implementation of student diagnostics for career and college readiness in grades 8 and 11 so students graduate prepared for work, college, or technical training; and
   f. Implementation of the Student Learning Conditions Survey for grades 7, 9, and 11 that is aligned with the Teacher Working Conditions Survey.
(2) Receive clear standards and high expectations, and benefit from the best teachers and principals that can most effectively help students reach those standards. This includes, but is not limited to:
   a. Adoption of the State-led National Common Standards, including Career and College Ready Skills and assessments that prepare students for the global economy;
   b. Evaluation of Teacher Preparation programs to identify best practices and programs that produce effective teachers;
   c. Increased access to virtual learning opportunities for students and teachers like those provided through the NC Virtual Public School;
   d. Increased access to Science, Technology, Engineering and Mathematics (STEM) opportunities;
   e. Development of leadership academies that recruit and prepare effective principals;
   f. Development of a PK-20 data system to provide comprehensive information on students;
   g. Reduction and eventual elimination of low-performing status in North Carolina schools; and
   h. Job-imbedded professional development for teachers and principals.
(3) Fully understand and complete the prerequisites for the career, certification, or degree of choice that promotes workforce success. This includes, but is not limited to:
   a. Development of academic boot camps for high school students who need additional support in reading, composition, and math;
   b. Consolidation of high school transition courses to provide high school students with more college-level or career and technical courses;
   c. Increased access to virtual college-level and specific career and technical courses for high school students;
   d. Alignment between high school and college curricula so that all students are prepared for higher education work; and
   e. Implementation of NCSuccess, a program designed to increase the number of certificates and associate or bachelor's degrees in higher education.

SECTION 7.8.(b) The Education Cabinet shall report by January 15, 2011, to the Office of the Governor, the Joint Governing Boards, and the Joint Education Oversight Committee on its progress toward reaching the Governor's goal that every North Carolina student will graduate ready to be successful in a career, a 2- or 4-year college, or technical training.

Appendix C

Goals, Measures, Baselines, and Final Targets
Defined by the State Board of Education and Department of Public Instruction

Career and College-*Ready, Set, Go!*
Goals, Measures, Baselines, and Final Targets

NC Department of Public Instruction/State Board of Education

Goal	Measures	Baseline 2009-10	2010-11	2011-12	2012-13	Target 2013-14	2014-15	2015-16	2016-17
1. Student Achievement	% of students passing or excelling in both math and reading end of grade assessment	66.3%	69%	72%	75%[1]	78%	81%	84%	87%
	% of students passing or excelling on end of course assessments	80.7%	83%	85%	87%[2]	89%	91%	93%	95%
	NAEP Reading Grade 4	219	-	223	-	229	-	233	
	NAEP Reading Grade 8	260	-	264	-	270	-	274	
	NAEP Math Grade 4	244	-	248	-	254	-	258	
	NAEP Math Grade 8	284	-	288	-	294	-	298	
2. Graduation Rates	4-year Cohort Rate[3]	74.2%	76%	79%	82%	85%	87%	88%	89%
	Average SAT Composite in Reading and Math	1008 (63%)	1009 (65%)	1014 (67%)	1019 (69%)	1025 (72%)	1030 (74%)	1033 (76%)	1035 (78%)
3. Career and College Readiness	% of AP exams taken on which students scored 3 or above (% of students taking AP exams)[4]	57.6% (10.4%)	60% (11%)	62% (13%)	64% (15%)	66% (17%)	68% (19%)	70% (21%)	72% (23%)
	Proportion of freshmen enrolled in at least one remedial course — UNC[5]	9%	8%	7%	6%	5%	4%	3%	2%
	Community College	67%[6] (2009)	60%	56%	52%	48%	45%	42%	39%
4. College enrollment	Percentage of high school graduates who enroll in postsecondary programs.	66% (2008)	67%[7]	68%	70%	72%	74%	76%	78%

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[1] Note that in the 2012-13 school year, new assessments aligned to new standards (including the Common Core) will be implemented in NC which may require the adjustment of these targets to ensure ambitiousness and feasibility.

[2] See above.

[3] Targets have been increased as compared to the NC Race to the Top (RttT) application because new data was released after the submission of the RttT application.

[4] Measure modified from RttT application.

[5] Measure modified from RttT application.

[6] New baseline data became available after the RttT application submission (an increase from 64 to 67). Targets were maintained.

[7] 2010-2011 Target has been increased compared to the RttT application because new data was released after the submission of the RttT application.