

North Carolina's Race to the Top Annual Performance Report

[Review the State-reported Year One APR](#)

Comprehensive Approach to Education Reform

Local Educational Agency (LEA) Participation

Student Outcomes Data: State Assessment Results

Student Outcomes Data: NAEP Results

Student Outcomes Data: Closing Achievement Gaps

Student Outcomes Data: Graduation Rates and Postsecondary Data

College and Career-Ready Standards and Assessments

Data Systems to Support Instruction

Great Teachers and Leaders

Turning Around the Lowest-Achieving Schools

Education Funding and Charter Schools

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Progress Updates on Invitational Priorities

Year One Budget

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North Carolina

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Comprehensive Approach to Education Reform

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State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

North Carolina's State-reported Progress in Comprehensive Education Reform

State-reported response: North Carolina's progress and accomplishments in the first year of Race to the Top have positioned the state for effective implementation of reform efforts over the course of the grant. In the first year, North Carolina established its project infrastructure, including project plans, vision documents, policies/procedures, staffing, partnerships and contracts, input and oversight mechanisms (including stakeholder oversight bodies and working groups), as well as gathered diagnostic information to guide implementation in the education reform content areas. Highlights of this progress in each reform area are outlined below.

1. Standards and Assessments

The Common Core State Standards and North Carolina Essential Standards provide a clear, concise, and consistent understanding of what students are expected to know, understand, and do. The standards are designed to be robust, rigorous, and relevant to the real-world, as well as reflective of the 21st century skills and understandings students will need to be career and college ready. The following is a summation of progress and accomplishments:

Instructional resources

- Adopted Common Core State Standards
- Developed and adopted North Carolina Essential Standards for all content areas, including Occupational Course of Study, Extended Standards, and Career and Technical Education
- Developed and released Phase I Instructional Tools and Resources for district and charter schools
 - Standards Crosswalks
 - Unpacked Standards document
 - The Call for Change (instructional online module)
 - The NC Professional Teaching Standards (instructional online module)
 - Understanding the Standards (instructional online module)
 - North Carolina Summer Institute Facilitators' Guide

- Developing Phase II Instructional Tools and Resources for district and charter schools
- Graphic Organizers
- Learning Maps
- Guide to Developing Local Curricula (instructional online module)
- Guide to Revised Blooms' Taxonomy (instructional online module)

Communications for teachers, staff, and administrators

- Developed website for posting 2011 Summer Institute registration and information
- Implemented a series of Summer Institute informational webinars
- Conducted internal Summer Institute informational webinar
- Implemented a weekly Race to the Top (RttT) email to be distributed to teachers and administrators about the latest news on all of the RttT initiatives

Online Assessment Best Practices Guide

- Established an Online Assessment working group
- Visited or conducted phone interviews with 19 districts/charter schools to learn about their experiences with online assessments and to share information and address concerns regarding our plans/goals for proceeding with online assessments
- Developed Online Assessments Best Practices Guide, located at <http://www.ncpublicschools.org/acre/assessment/guide/>

Professional development on Common Core and NC Essential Standards and assessments

- Designed and delivered six statewide Common Core and NC Essential Standards Summer Institutes
- Designed and delivering regional Common Core and NC Essential Standards professional development for School Administrators
- Developed dates for 2011-2012 Common Core and NC Essential Standards professional development in conjunction with (8) Regional Education Service Alliances (RESA)
- Developed dates for Fall 2011 Common Core and NC Essential Standards professional development for colleges and universities
- Received Partnership for 21st (P21) Century Best Practices Award

2. Data Systems to Support Instruction

NC Education Cloud (Statewide Shared Technology Infrastructure)

The NC Education Cloud will provide a highly reliable, highly available, cost-effective shared technology infrastructure to K-12 education entities statewide. Information is available at <http://cloud.fi.ncsu.edu/>

- Developed the NC Education Cloud (NCEdCloud) Work Plan, which was reviewed and endorsed by the State Board of Education and the Governor's Education Transformation Commission; plan will serve as the road map for more granular detailed scopes of work and project management reference for the implementation, deployment, and operation phases of the Cloud work as part of the continued development of the infrastructure blueprint. This plan has been vetted by the Shared Services Advisory Committee, NCDPI RttT Leadership team, and the Governor's Education Transformation Commission data systems subcommittee.
- Administered a 320+ question survey to all Local Education Agencies (LEAs) and selected charter schools to assess specific local positioning related to technology infrastructure that supports operations and instruction. Used this survey as an information gathering tool to complement the actual site interviews conducted in all LEAs and representative charter schools. Survey Analysis will be compiled by Oct 1 and shared with other RttT initiative teams.
- Established NCEdCloud Shared Services Advisory Committee, composed of a cross-functional group of 16 LEA and charter school stakeholders (Committee composed of two members per region from all eight regions; includes superintendents, assistant superintendents, chief technology officers, instructional technology directors, and charter school IT directors). Have conducted periodic meetings since April. Four more Tactical LEA Working Groups have been formed to align to each aspect of the cloud project. Nearly 100 LEA participants are engaged in this important community engagement process.
- Began detailed work on the NCEdCloud projects by the lead architects in the areas of Identity and

Access Management, Consortium Buying, Data Collection and Analysis, and Content Management; this work is continually reviewed through the continued meetings of the Consortium/Cooperative Purchasing LEA Advisory Working Group, Data Collection and Analysis Working Group, Identity and Access Management Working Group, and the Shared Services Advisory Council

- Worked closely with the Instructional Improvement System (IIS) planning team vendor and the IIS team to identify likely NCEdCloud shared infrastructure support of IIS, including work done with Gates and Wireless Generation on IIS and Cloud shared services interface definitions relative to the Shared Learning Infrastructure (SLI)
- Participated in and conducted many LEA/charter stakeholder meetings including Round Table-type collaborative opportunities for NCEdCloud and other RttT technology initiatives; as well as quarterly NC Education Cloud regional updates for all regions (meetings are intended to assist in aligning all RttT initiatives) with timely, updated information.
- Worked with national peer groups including meeting with Consortium of School Networking (COSN), International Society for Technology in Education (ISTE), and State Education Technology Directors' Association (SETDA) leadership at the COSN annual conference to discuss broad NCEdCloud topics including issues related to privacy, total cost of ownership (TCO), support, scaling, and replication
- Held information gathering meetings with large service providers, including Microelectronics Center of North Carolina (MCNC), NC Office of Information Technology Services (NC ITS), NC Live, SAS, Dell, Pearson, Microsoft, and AT&T

Instructional Improvement System

The Instructional Improvement System (IIS) will provide portals for students, teachers, parents, and school and district administrators to access data and resources to inform decision-making related to instruction, assessment, and career and college goals.

- Established Instructional Improvement System (IIS) project structure, including project steering committee
- Hired planning vendor (Center for Education Leadership in Technology/CELT) to develop draft Background Information document, Business Requirement document, Technical Requirements document, Request for Proposal (RFP), and Comprehensive Plan for IIS - all to be completed by December 2011
- Developed initial Visions, Goals, Objectives, A Day in the Life, Roles Matrix, and Web documents for IIS. These documents will receive input from the planning vendor (CELT) and public and will be finalized by December 31, 2011
- Held four regional focus groups with over 300 educators including teachers, principals, technology coordinators, testing coordinators, and curriculum coordinators (August 2011)
- Provided ongoing communication with NCDPI/RttT staff in the areas of curriculum, instruction, assessment, data, English as a Second Language (ESL), Exceptional Children (EC), effective teachers, professional development, and communications. Feedback from these areas has shaped the requirements documents.
- Executed contract for Lead IIS IT Project Manager (August 2, 2011)

3. Great Teachers and Leaders

Providing high-quality pathways for aspiring teachers and principals

- Approved TEACH Charlotte in May 2011, a new lateral-entry teacher training program that will provide educators for Charlotte-Mecklenburg Schools. TEACH Charlotte is a partnership between the school district and The New Teacher Project.

Improving teacher and principal effectiveness based on performance

- Adopted a sixth standard focused on student growth to the teacher evaluation instrument, and an eighth standard focused on student growth to the principal evaluation instrument
- Mandated annual evaluation for all teachers
- Executed a contract with McREL to use the online statewide teacher and principal evaluation tool for the 2011-12 school year
- Received from McREL educator-level evaluation data for all teachers and administrators who received evaluations during the 2010-11 school year
- Developed new contract to design statewide evaluation instruments for school social workers, school speech/language pathologists, school psychologists, and guidance counselors; design

performance standards and statewide evaluation instruments for media specialists and instructional technology teachers.

- Finalized list of all currently non-tested grades and subjects in the Common Core State Standards and NC Essential Standards. Teacher design groups will design measures of student learning (MSLs) for these grades and subjects. MSLs will include multiple-choice questions, performance tasks, constructed response, and other innovative assessment items.
- Selected 800 educators (from over 1,400 applicants) to serve on MSL design groups
- Formed an internal NCDPI planning committee to guide the work of the MSL design groups
- Completed research and site visits to learn about innovative ways to assess student growth in currently non-tested grades and subjects
- Released RFP for a vendor to provide assistance to the State on the selection of a growth model and incorporation of data from MSLs in currently non-tested grades and subjects
- Will provide bonuses to certified staff members at low-achieving schools that made higher than expected growth (based on Statewide tests) during the 2010-11 school year

Ensuring equitable distribution of effective teachers and principals

- The Northeast Leadership Academy placed its first cohort in administrative internships. The second cohort has begun the first year experience, including classes and site visits to successful schools.
- The Piedmont-Triad Leadership Academy and Sandhills Leadership Academy each matriculated their first cohorts and placed all participants in administrative internships.
- Teach For America accepted a larger cohort of corps members for placement in the Eastern North Carolina region.
- The New Teacher Support Program provided a week-long intensive induction experience for new teachers in four of the State's eight regions. Coaches have begun to support these teachers as they begin the school year.
- Planning has begun for the North Carolina Teacher Corps. The NCDPI has completed the necessary paperwork to establish three positions to support the program.
- The NCDPI released a Request for Proposals to select a vendor to provide strategic staffing consulting to the District and School Transformation partnership districts. Negotiation with individual bidders has started.
- The State Board of Education approved a policy that provides a voucher to every new teacher who chooses to work in a low-achieving school. The NCDPI has created a system through which school districts receive this funding to be transferred to eligible teachers.

Ensuring effective teachers via virtual & blended courses (NC Virtual Public School)

- Submitted significant budget amendment to make the resources and benefits available to more schools, teachers, and students. The budget amendment was approved in August 2011 and contracts and personnel hires are being initiated.
- Developed partnership agreements with three school districts to collaborate on development and piloting of online courses.
- Developed professional development for project-based learning, STEM, mobile teaching and learning, and blended teaching for all online and face-to-face teachers in the three pilots.
- Completed identification of professional development and support needs for lead teachers, face-to-face teachers, and district teams.
- Began deployment of professional development on the new blended STEM instructional model for the first course development workshop.
- Developed a STEM online teacher orientation and a face-to-face teacher orientation (will include synchronous and asynchronous instruction); First professional development sessions are virtual and will be conducted during early September (9/6/11, 9/13/11); Face-to-face professional development session will be conducted on September 20 on the NCSU Centennial Campus.
- Developed job descriptions and scope of work for contractors. Working on job postings for the Lead Project Director, Exceptional Children's Coordinator, Technology Infrastructure Expert and virtual teacher positions. The budget is now validated so these positions will be posted and hiring process will begin.
- Continued development of a course template and outline based on project-based modules that align with the current Standard Course of Study and Common Core standards.
- Continued development, design, and modification of virtual STEM core math and science courses that provide access and targeted instruction to at-risk student populations for the purposes of credit attainment towards graduation.
- Continued research of blended resources and training appropriate for support of teachers and students in using the devices for STEM courses (these resources will help train teachers on

effective teaching and learning strategies for the devices).

- Developed and began processing Request for Proposals for criteria for the Mobile Web Application/Application in the Project Management process. Currently being entered into the project management tool after approval of budget on August 26, 2011.
- Developed an Invitation for Bid to procure for mobile devices. Currently being entered into the project management tool after approval of budget on August 26, 2011.
- Developed the LEA Technology Support Plan that will be signed prior to the release of mobile devices.

Improving the effectiveness of teacher and principal preparation programs

- Established a Teacher Effectiveness Work Group with representation from teachers, principals, superintendents, human resource directors, central office staff members, researchers, union leadership, non-profit agencies, and parent groups.
- Established IHE Work Groups to design various elements of the Educator Preparation Program Report Cards.

Providing effective support to teachers and principals

- Hired 2 Project Coordinators, 15 Regional Professional Development Leaders, one web content manager, two online module developers and contracted with two professional development consultants to support district and schools with professional development planning
- Designed and implemented 6 statewide Common Core and Essential Standards Summer Institutes for LEA/Charter School PD leadership teams
- Designed and deployed 5 instructional online modules (The Call for Change, Understanding the Standards, NC Professional Teaching Standards, Revised Bloom's Taxonomy and NC FALCON-Student Ownership component) for 2011 school year.
- Designed and deployed a job-embedded, blended professional development structure to be replicated by LEA/Charter leadership teams including Guskey's model of evaluating professional development
- Deployed first level surveys to Summer Institute participants to gather information on effectiveness of summer RttT professional development
- Continued work on development of professional development repository
- Continued interagency collaboration to develop content specific presentations, Facilitators Guide, and instructional tools to guide and support districts and charters as they design local professional development
- Launched comprehensive professional development calendar for yearlong RttT professional development; including training for colleges and universities, fidelity support sessions, and Principal/Assistant Principal Trainings on the Common Core and Essential Standards and the NC Educator Evaluation System.
- Started first cohorts of Distinguished Leadership in Practice institutes with 220 participants from across the state
- Deployed ten graduates of the inaugural cohort of Distinguished Leadership in Practice (DLP) to co-facilitate a DLP component starting in September 2011.

4. Turning Around Lowest-Achieving Schools

- Identified the following:
 - Lowest 5% of elementary (66), middle (23), and high schools (22) based on 2009-10 Performance Composite and grade span
 - High Schools (9) with a 4-year cohort graduation rate below 60% in 2009-10 and either 2008-09 or 2007-08
 - Lowest-achieving districts (12) with a 2009-10 LEA Performance Composite below 65%
- Longitudinal Performance Data for Schools Identified under RttT for Percent Proficiency

Percent Proficient	0-29	>30-39	>40-49	>50-59	>60-69	>70-79	>80-89
<u>End of Year 1 RttT</u>	1	9	23	64	12	2	0
2010-2011 (Number of Schools)							
<u>Baseline Year 2009-2010</u>	2	6	49	54	0	0	0
(Number of Schools)							

- Completed Comprehensive Needs Assessments at 101 schools and 4 district-wide assessments. In addition, Instructional Review Coaches performed 42 unpackings of CNA reports per school or district requests.
- Hired and inducted 59 RttT positions:
 - 9 District Transformation Coaches
 - 16 School Transformation Coaches
 - 24 Instructional Coaches
 - 5 Instructional Review Coaches
 - 2 Instructional Coach Leads
 - 2 Program Assistants
 - 1 Project Coordinator
- Developed and presented four 2-day 'Professional Development for School Leaders' sessions throughout the state for approximately 350 school leaders
- Provided School Transformation Coaches to support development of School Improvement Grant (SIG) models
- Ongoing support of Common Core & Essential Standards rollout in schools and districts
- Continued involvement with Halifax County Schools, under the May 2009 consent order of the Wake County Superior Court.
- Developed and facilitated a Professional Development Week focused on Literacy for Halifax County Schools with 450 educators. In addition, provided a 3-day instructional institute for English I, Biology, and Algebra I teachers in the county.
- Designed 30 minute extension to the school day and 2-day Literacy Institute for all K-12 students in Halifax County Schools.
- Designed and implemented 3rd grade co-teaching literacy model.
- Participated in the hiring process to replace 8 out of 11 principals in Halifax County Schools.

5. STEM (Science, Technology, Engineering and Mathematics Education)

- Drafted the NC STEM Strategic Plan for K-12, now available for additional input from the education and business community. It will be completed by adding the community college and university plans. When combined, they will be submitted to the Education Cabinet for approval. As part of the plan, attributes of effective STEM Education programs were researched and are being reviewed by state education and business committees for support. Once complete they will be submitted to the State Board of Education as a section of a Future Ready STEM Credential for schools effective 2012-2013.
- Continued collaboration among the NCDPI, the NC New Schools Project, and the NC STEM Community Collaborative, with the public and private postsecondary education and business and industry partners on the priorities to improve K-20 STEM achievement; bolster community understanding and support; and connect, leverage and increase STEM resources. The New Schools Project began two Anchor Schools in 2010-2011, opened another one in August 2011, and plans to open a regional Anchor School in fall of 2012. They report five Affinity Network schools in 2010-2011 and are now working with fourteen of sixteen they plan to use in their project; two additional schools will open new in the fall of 2012. Professional development has begun for these teachers and school administrators.

6. Evaluation

Between November 2010 and June 2011 served as a planning period for the North Carolina Race to the Top Evaluation Team, and thus its contributions to the State's progress in implementing a comprehensive and coherent approach to education reform was largely indirect (via ongoing conversations with implementation leads that helped to shape both evaluation plans and implementation of various RttT initiatives). The Team's contributions to the larger State effort will become more direct and apparent in the second year of implementation. In the coming school year (2011-12), the Evaluation Team will produce several baseline reports and formative assessments that are designed to inform implementation and support North Carolina's efforts to improve outcomes for students statewide in each of the four reform areas.

These reports, formative assessments, and related activities will include: a formative assessment of Summer 2011 professional development activities connected to standards and assessment reform (Fall 2011); estimates of the reliability of various approaches to teacher value-added estimations (Fall 2011); baseline estimates of the current distribution of higher-quality teachers and school leaders, pre-RttT (Fall 2011); an initial cost-effectiveness analysis of the Regional Leadership

Academies (early 2012); a formative report of pre-RttT District and School Transformation efforts and implications for ongoing implementation (Fall 2011); a baseline report on the performance of extant STEM schools statewide (Fall 2011); a formative assessment of early STEM network implementation (early 2012); and a baseline analysis of LEA RttT expenditures (Spring 2012). Similar formative reports will follow as other initiatives get underway, and assessments of initial results will be developed as early as Spring 2013.

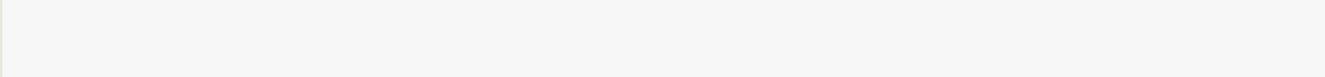
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Local Educational Agency (LEA) Participation

LEAs participating in North Carolina's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing North Carolina's plan in each of the reform areas

Collapse All

LEAs participating in North Carolina's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	214	115	143	0
Schools	2,533	2,399	2,462	0
K-12 Students	1,466,696	1,410,497	1,434,250	0
Students in poverty	729,081	700,038	723,970	0
Teachers	99,925	99,730	97,858	0
Principals	2,498	2,399	2,427	0

[View Table Key](#)

Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: The "Statewide # of LEAs" includes North Carolina's 115 local school districts and 99 charter schools.

Charter schools were eligible to become Race to the Top participating LEAs (and thus receive a share of the 50 percent of a State's grant award that must be subgranted to LEAs) if they were eligible to receive Title I, Part A funding in fiscal year 2010. Of the 99 charter schools, 51 were eligible to receive funds from the LEA portion of the State's Race to the Top grant and 28 of the 51 elected to participate.

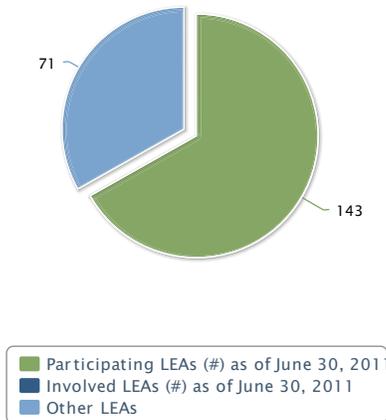
The "Participating LEAs as indicated in the application" includes the 115 local school districts only. North Carolina did not include charter schools in this count in the application since charter schools are not technically considered LEAs in this state. However, the 28 participating charter schools were added to the count of "Participating LEAs as of June 30, 2011" after clarification that charter schools eligible for Race to the Top funding for local initiatives based on Title I, Part A eligibility are to be labeled LEAs for purposes of Race to the Top reporting.

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Additional information provided by the State:

The "Students in poverty" numbers include pre-kindergarten students.

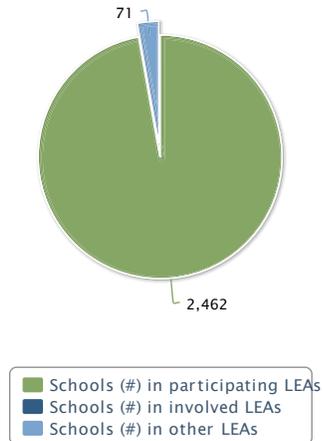
LEAs Participating in North Carolina's Race to the Top Plan



[View Table \(Accessible\)](#)

[Click to see the name and NCES ID for each participating LEA](#)

Schools in LEAs Participating in North Carolina's Race to the Top Plan



[View Table \(Accessible\)](#)

Additional information provided by the State:

LEAs Participating in North Carolina's Race to the Top Plan

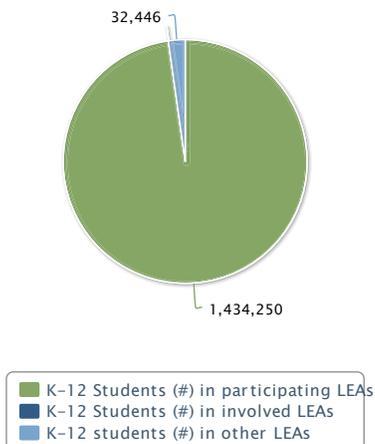
"Participating LEAs" refers to all local school districts and charter schools that are receiving Race to the Top funding for local initiatives. All school districts and charter schools in North Carolina are benefitting from statewide Race to the Top initiatives. The 71 "Other LEAs" in this chart are all charter schools: 48 that were ineligible for Race to the Top funding and 23 that were eligible, but elected not to participate.

Schools in LEAs Participating in North Carolina's Race to the Top Plan

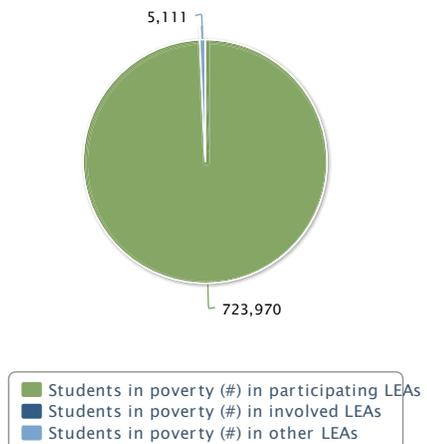
The "Schools in other LEAs" are all charter schools: 48 that were ineligible for Race to the Top funding and 23 that were eligible, but elected not to participate.

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K-12 Students in LEAs Participating in North Carolina's Race to the Top Plan



Students in Poverty in LEAs Participating in North Carolina's Race to the Top Plan



Additional information provided by the State:

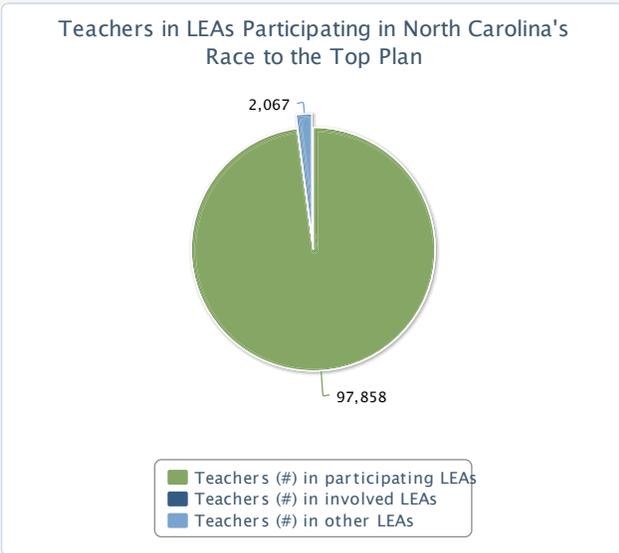
K-12 Students in LEAs Participating in North Carolina's Race to the Top Plan

The "K-12 Students in other LEAs" are all students in charter schools: 48 that were ineligible for Race to the Top funding and 23 that were eligible, but elected not to participate.

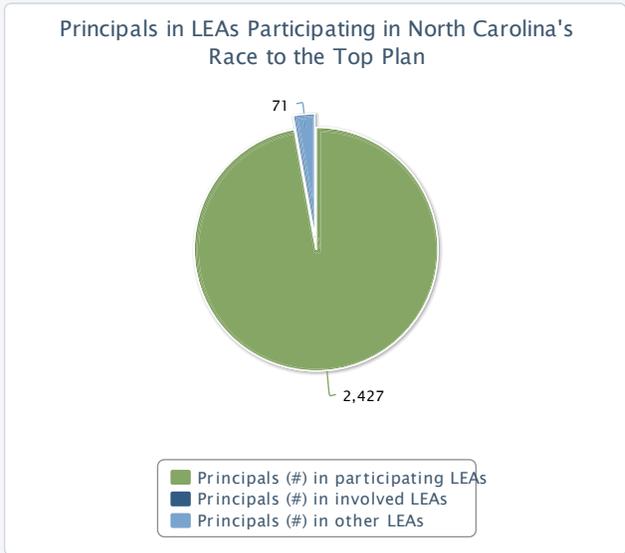
Students in Poverty in LEAs Participating in North Carolina's Race to the Top Plan

The "Students in poverty in other LEAs" are all students in charter schools: 48 that were ineligible for Race to the Top funding and 23 that were eligible, but elected not to participate.

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[View Table \(Accessible\)](#)



[View Table \(Accessible\)](#)

Additional information provided by the State:

Teachers in LEAs Participating in North Carolina's Race to the Top Plan

The "Teachers in other LEAs" are all teachers in charter schools: 48 that were ineligible for Race to the Top funding and 23 that were eligible, but elected not to participate.

Principals in LEAs Participating in North Carolina's Race to the Top Plan

The "Principals in other LEAs" are all principals in charter schools: 48 that were ineligible for Race to the Top funding and 23 that were eligible, but elected not to participate.

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Term	State's Definition
Teacher	Teachers are defined as certified classroom teachers, including ROTC teachers. The headcount does not include instructional support, such as counselors, media coordinators, etc.
Principal	A principal is the person performing the duties of a principal in a school which has a minimum of seven state funded teachers or a minimum of 100 students in Average Daily Membership.

[View Table Key](#)

The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID
ALAMANCE-BURLINGTON	3700030
ALEXANDER	3700090
ALLEGHANY	3700120
ALPHA ACADEMY	3700103
AMERICAN RENAISSANCE MIDDLE	3700086
ANSON	3700180
ARAPAHOE CHARTER SCHOOL	3700038
ART SPACE CHARTER	3700117
ARTS BASED ELEMENTARY	3700126
ASHE	3700210
ASHEBORO CITY	3700240
ASHEVILLE	3700270
AVERY	3700300
BEAUFORT	3700330
BERTIE	3700360
BETHEL HILL CHARTER	3700109
BLADEN	3700390
BRUNSWICK	3700420
BUNCOMBE	3700450
BURKE	3700480
CABARRUS	3700530
CALDWELL	3700580
CAMDEN	3700600
CARTER COMMUNITY	3700054
CARTERET	3700630
CASWELL	3700660
CATAWBA	3700690
CHAPEL HILL-CARRBORO CITY	3700720
CHARLOTTE-MECKLENBURG	3702970
CHATHAM	3700750
CHEROKEE	3700780
CLAY	3700870
CLEVELAND	3700900
CLINTON	3700930
COLUMBUS	3700960
CRAVEN	3703310
CROSSNORE ACADEMY	3700077
CUMBERLAND	3700011
CURRITUCK	3701080
DARE	3701110
DAVIDSON	3701140
DAVIE	3701170
DILLARD ACADEMY	3700074
DOWNTOWN MIDDLE	3700026
DUPLIN	3701200
DURHAM	3701260
EDENTON-CHOWAN	3700840
EDGECOMBE	3701320
View Table Key	

LEA	NCES ID
ELIZABETH CITY-PASQUOTANK	3703540
ELKIN CITY	3701380
FRANKLIN	3701530
GASTON	3701620
GASTON COLLEGE PREPARATORY	3700123
GATES	3701680
GRAHAM	3701770
GRANVILLE	3701800
GREENE	3701830
GUILFORD	3701920
GUILFORD PREPARATORY	3700121
HALIFAX	3701950
HARNETT	3702010
HAYWOOD	3702040
HEALTHY START	3700023
HENDERSON	3702100
HERTFORD	3702160
HICKORY CITY	3702190
HOKE	3702250
HOPE ELEMENTARY	3700124
HYDE	3702280
IREDELL-STATESVILLE	3702310
JACKSON	3702340
JOHNSTON	3702370
JONES	3702400
KANNAPOLIS CITY	3702430
KENNEDY CHARTER PUBLIC	3700063
KINSTON CHARTER ACADEMY	3700134
KIPP: CHARLOTTE	3700142
LEARNING CENTER	3700021
LEE	3702560
LENOIR	3702610
LEXINGTON CITY	3702640
LINCOLN	3702680
MACON	3702760
MADISON	3702820
MARTIN	3702880
MAUREEN JOY CHARTER	3700022
MCDOWELL	3702940
MITCHELL	3703000
MONTGOMERY	3703060
MOORE	3703090
MOORESVILLE CITY	3703120
MOUNT AIRY CITY	3703210
NASH-ROCKY MOUNT	3703270
NEW HANOVER	3703330
NEWTON-CONOVER CITY	3703360
NORTHAMPTON	3703420
View Table Key	

LEA	NCES ID
ONSLOW	3703450
ORANGE	3703480
PAMLICO	3703510
PENDER	3703570
PERQUIMANS	3703600
PERSON	3703630
PITT	3700012
POLK	3703720
QUALITY EDUCATION	3700025
RANDOLPH	3703780
RICHMOND	3703870
ROANOKE RAPIDS CITY	3703900
ROBESON	3703930
ROCKINGHAM	3703990
ROCKY MOUNT PREPARATORY	3700034
ROWAN-SALISBURY	3704050
RUTHERFORD	3704080
SALLIE B. HOWARD SCHOOL	3700049
SAMPSON	3704140
SCOTLAND	3704200
STANLY	3704320
STOKES	3704380
SUCCESS INSTITUTE	3700106
SUGAR CREEK CHARTER	3700089
SURRY	3704410
SWAIN	3704440
THE CHILDREN'S VILLAGE	3700031
THE COMMUNITY CHARTER	3700032
THOMASVILLE CITY	3704500
TORCHLIGHT ACADEMY	3700098
TRANSYLVANIA	3704530
TYRRELL	3704590
UNION	3704620
VANCE	3704650
WAKE	3704720
WARREN	3704740
WASHINGTON	3704800
WATAUGA	3704830
WAYNE	3704880
WELDON CITY	3704890
WHITEVILLE CITY	3704920
WILKES	3704950
WILMINGTON PREPARATORY	3700141
WILSON	3705020
WINSTON-SALEM/FORSYTH	3701500
YADKIN	3705040
YANCY	3705070
View Table Key	

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Participating LEAs committed to implementing North Carolina's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	143	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	143	100
(ii) Professional development on use of data	0	143	100
(iii) Availability and accessibility of data to researchers	0	143	100
D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	143	100
(ii) Design and implement evaluation systems	0	143	100
(iii) Conduct annual evaluations	0	143	100
(iv)(a) Use evaluations to inform professional development	0	143	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	143	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	143	100
(iv)(d) Use evaluations to inform removal	0	143	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	143	100
(ii) Hard-to-staff subjects and specialty areas	0	143	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	143	100
(ii) Measure effectiveness of professional development	0	143	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	115	80.42

[View Table Key](#)

Additional information provided by the State:

For "(E)(2) Turning Around the Lowest-Achieving Schools," 100 percent of North Carolina's 115 local school districts agreed to participate in this reform area. Schools in 38 districts were deemed eligible and are receiving services from NC's District and School Transformation initiative.

The 80.42 percent of LEAs participating reported here reflects that, while charter schools in North Carolina receive support from the Office of Charter Schools, they are not eligible for NC's District and School Transformation services.

[Close](#)

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< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Local Educational Agency (LEA) Participation

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North Carolina

Standard Version

Accessible Version

Student Outcomes Data: State Assessment Results

English language arts (ELA) assessment results

Mathematics assessment results

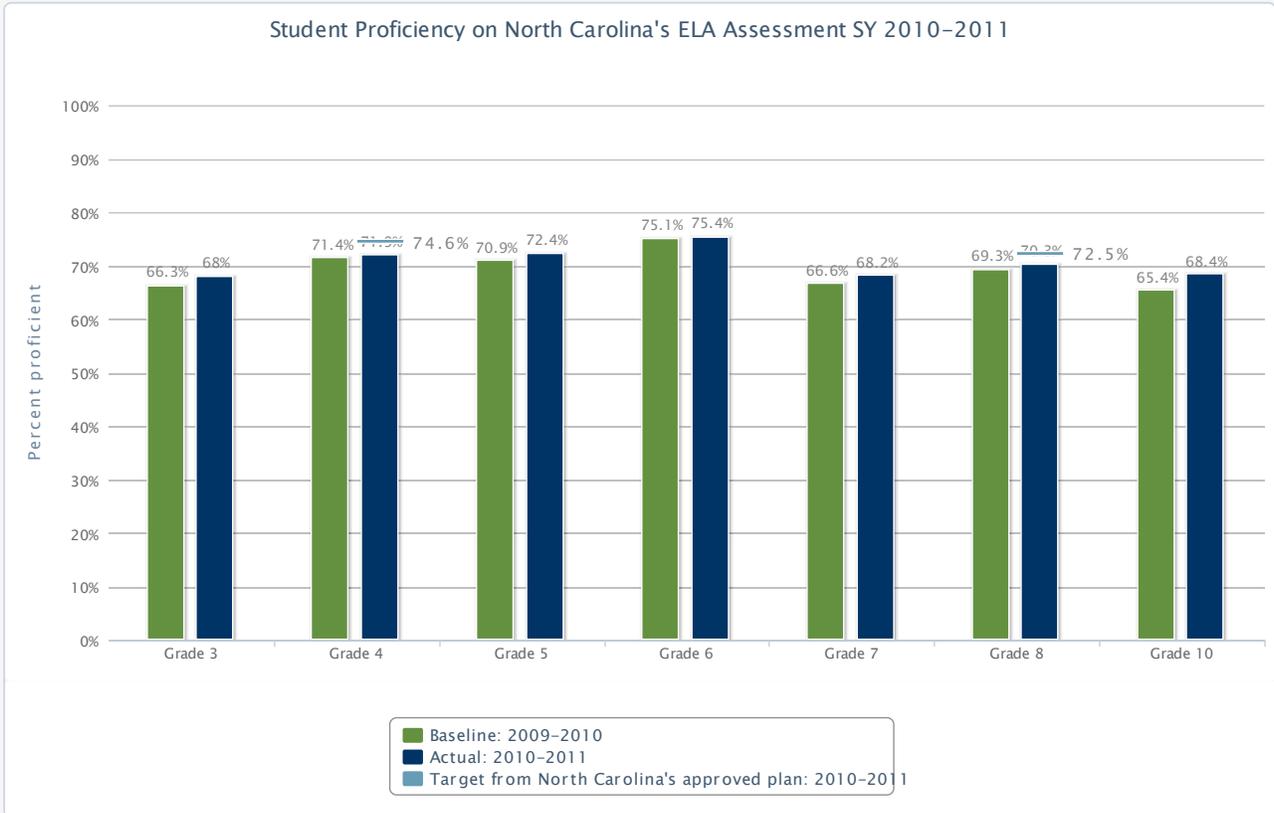
Collapse All

English language arts (ELA) assessment results

State-reported information

Results of North Carolina's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: November 14, 2011



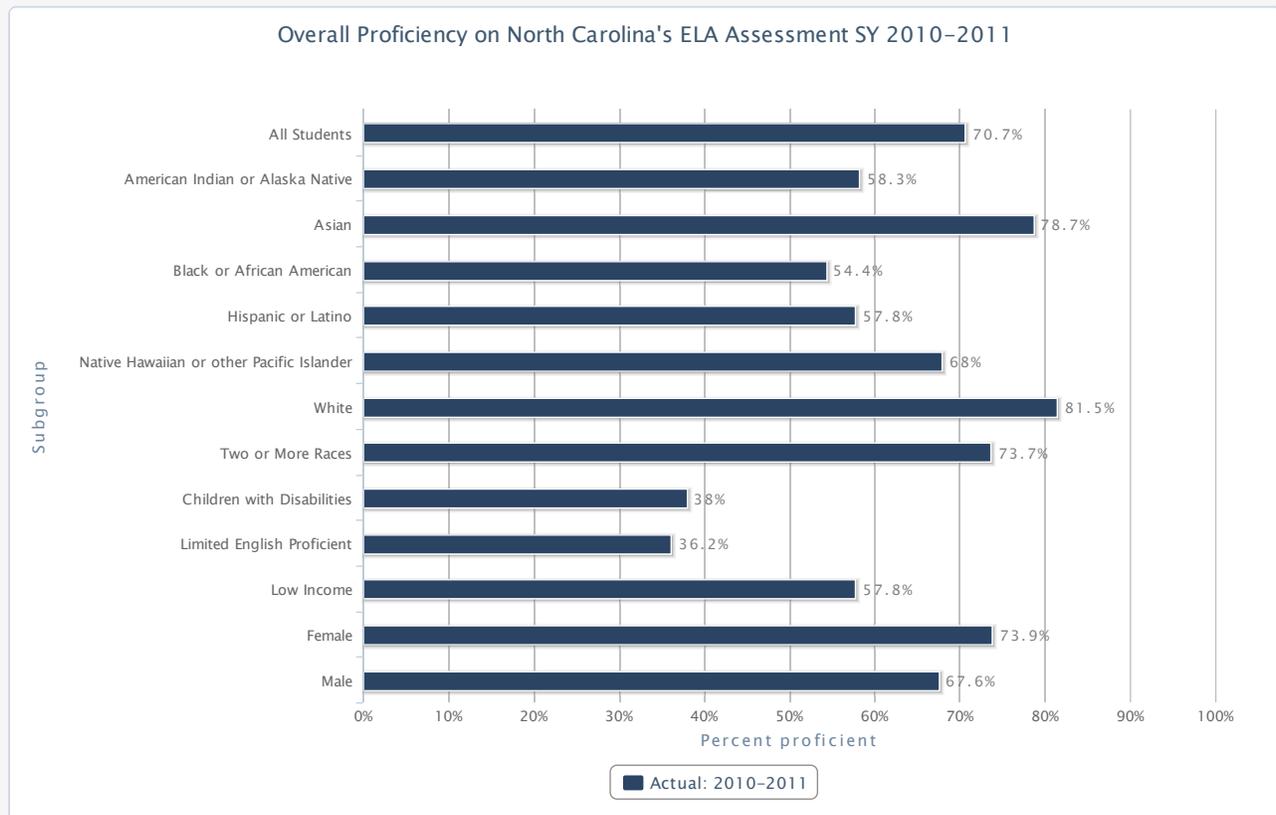
[View Table \(Accessible\)](#)

Student proficiency on North Carolina's ELA assessment SY	Baseline:	Actual:	Target from North

2010-2011. Preliminary data reported as of November 14, 2011.	SY 2009-2010	SY 2010-2011	Carolina's approved plan: SY 2010-2011
Grade 3	66.3%	68%	N/A
Grade 4	71.4%	71.9%	74.6%
Grade 5	70.9%	72.4%	N/A
Grade 6	75.1%	75.4%	N/A
Grade 7	66.6%	68.2%	N/A
Grade 8	69.3%	70.3%	72.5%
Grade 10	65.4%	68.4%	N/A

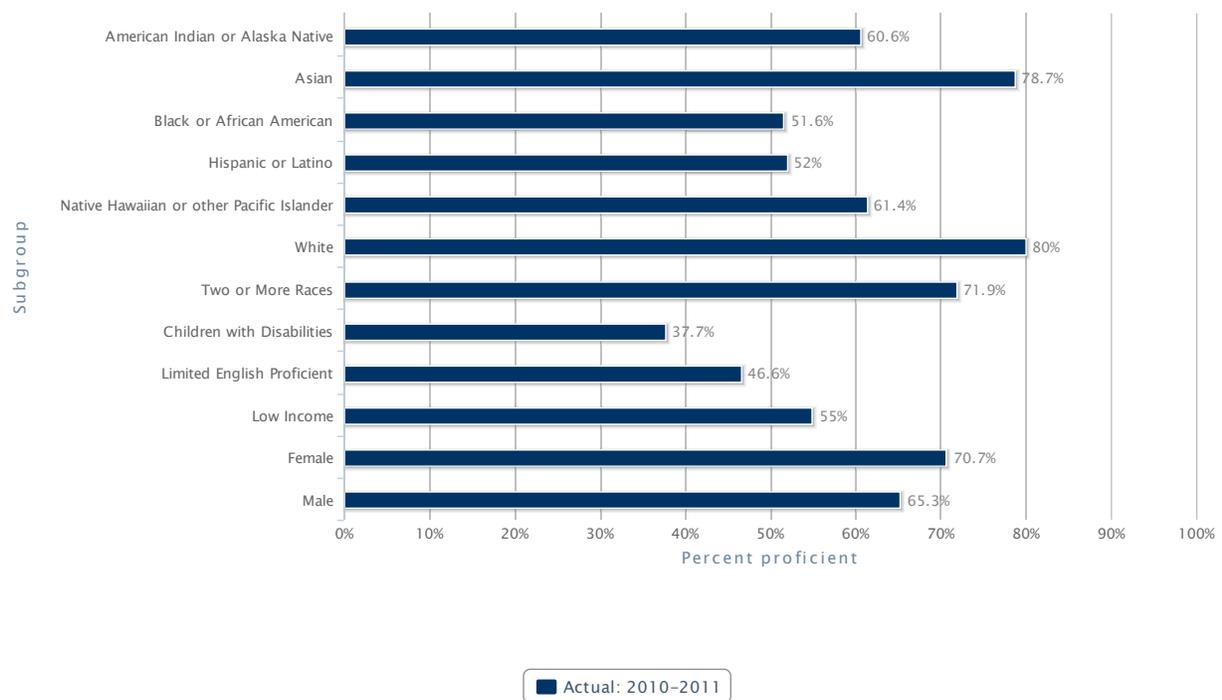
[View Table Key](#)

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.



[View Table \(Accessible\)](#)

Grade 3 Proficiency on North Carolina's ELA Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
----------------	---------	---------	---------	---------	---------	----------

[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
All Students	70.7%	N/A
American Indian or Alaska Native	58.3%	N/A
Asian	78.7%	N/A
Black or African American	54.4%	N/A
Hispanic or Latino	57.8%	N/A
Native Hawaiian or Other Pacific Islander	68%	N/A
White	81.5%	N/A
Two or More Races	73.7%	N/A
Children with Disabilities	38%	N/A
Limited English Proficient	36.2%	N/A
Low Income	57.8%	N/A
Female	73.9%	N/A
Male	67.6%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	69.4%
American Indian or Alaska Native	56.1%
Asian or Pacific Islander	77.7%
Black, non-Hispanic	52.2%
Hispanic	54.2%
White, non-Hispanic	80.7%
Children with Disabilities	39%
Limited English Proficient	35.6%
Low Income	56%
Female	72.2%
Male	66.6%

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
American Indian or Alaska Native	56%	N/A

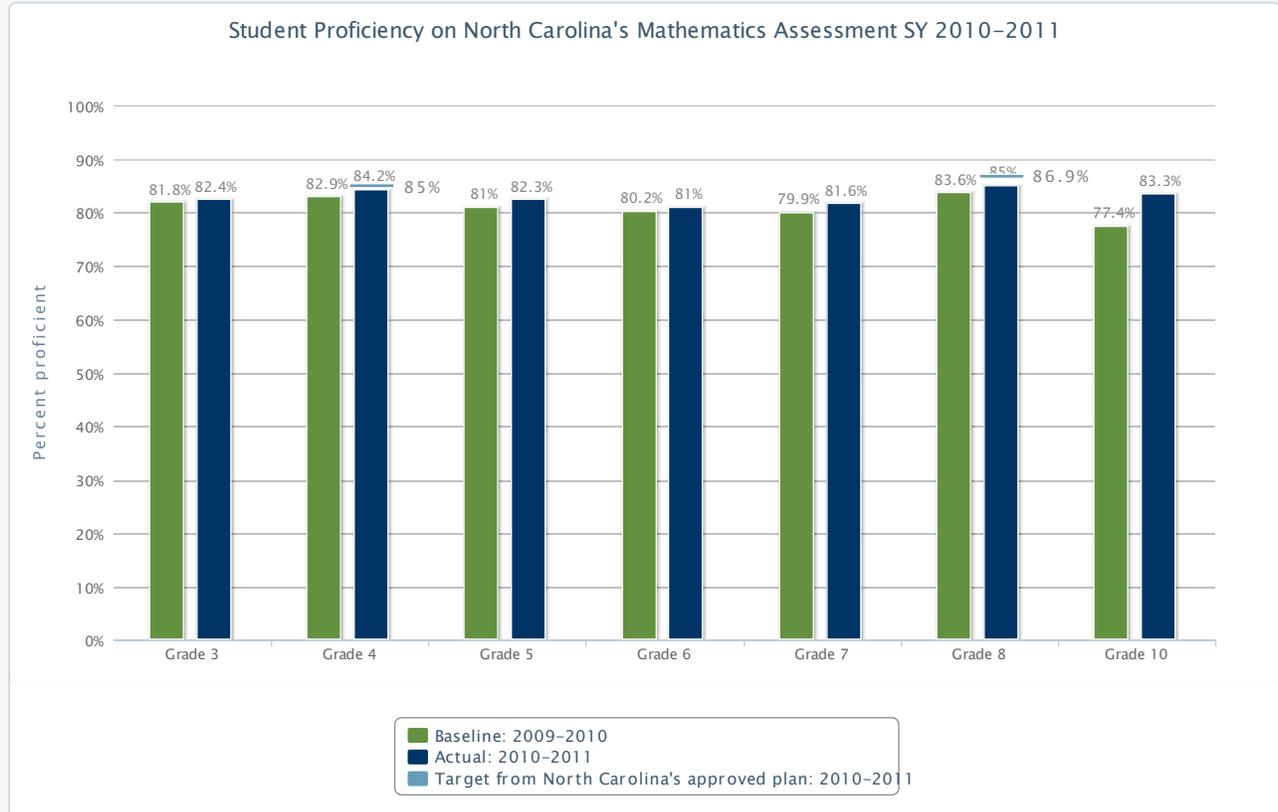
Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	56%

Mathematics assessment results

State-reported information

Results of North Carolina's mathematics assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: **November 14, 2011**



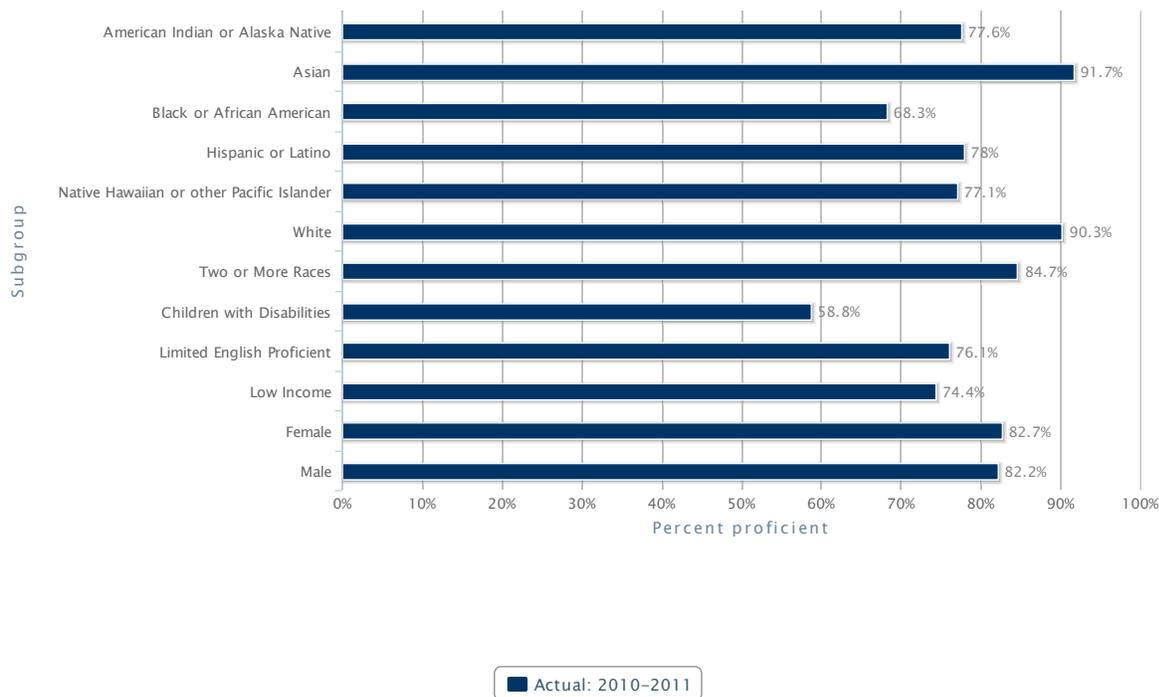
[View Table \(Accessible\)](#)

Student proficiency on North Carolina's mathematics assessment SY 2010-2011. Preliminary data reported as of November 14, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
Grade 3	81.8%	82.4%	N/A
Grade 4	82.9%	84.2%	85%
Grade 5	81%	82.3%	N/A
Grade 6	80.2%	81%	N/A
Grade 7	79.9%	81.6%	N/A
Grade 8	83.6%	85%	86.9%
Grade 10	77.4%	83.3%	N/A

[View Table Key](#)

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

Grade 3 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
All Students	82.8%	N/A
American Indian or Alaska Native	75.6%	N/A
Asian	91.9%	N/A
Black or African American	69.6%	N/A
Hispanic or Latino	79%	N/A
Native Hawaiian or Other Pacific Islander	81.9%	N/A
White	89.9%	N/A
Two or More Races	84.1%	N/A
Children with Disabilities	55.8%	N/A
Limited English Proficient	68.1%	N/A
Low Income	74.4%	N/A
Female	84%	N/A
Male	81.7%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	81.1%
American Indian or Alaska Native	72.2%
Asian or Pacific Islander	90.9%
Black, non-Hispanic	66.9%
Hispanic	76.4%
White, non-Hispanic	88.7%
Children with Disabilities	55.9%
Limited English Proficient	67.4%
Low Income	72.3%
Female	82.1%
Male	80.1%

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011

Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010

[Close Subgroup Graphs](#)

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Table Key

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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Student Outcomes Data: State Assessment Results

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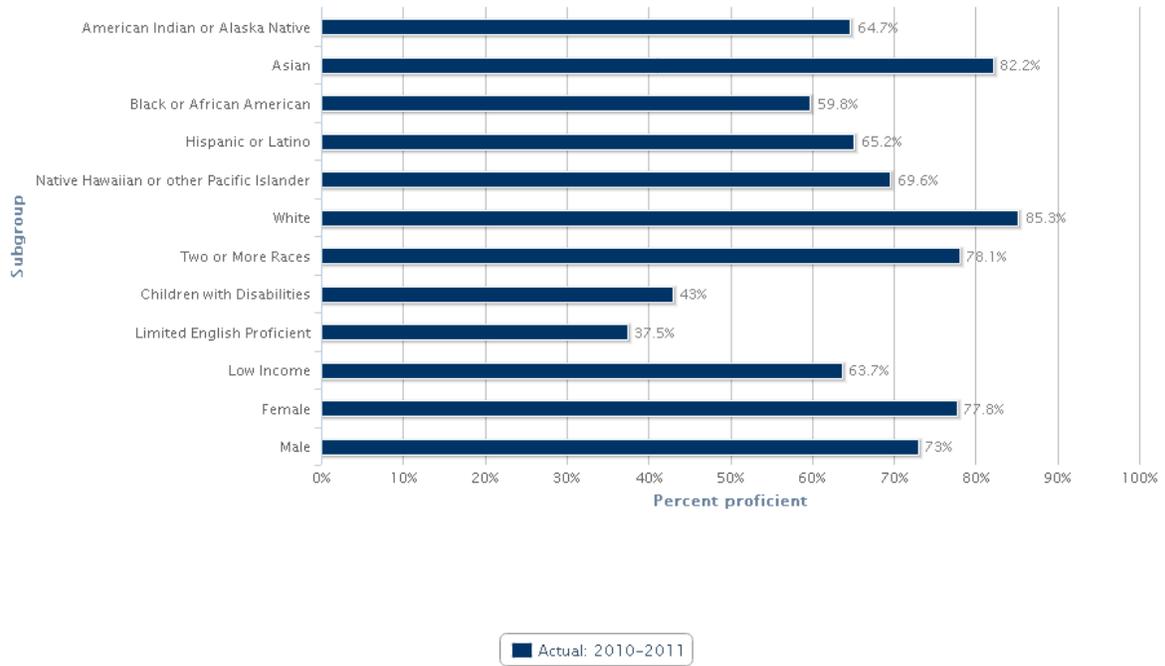
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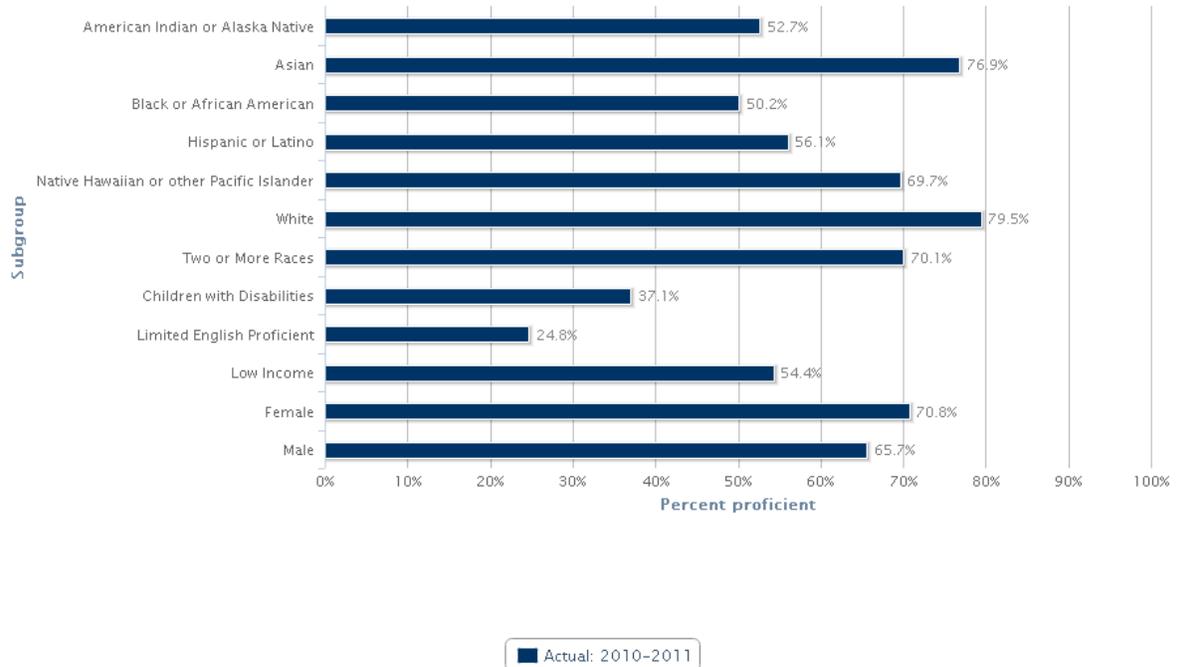
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Grade 6 Proficiency on North Carolina's ELA Assessment SY 2010–2011



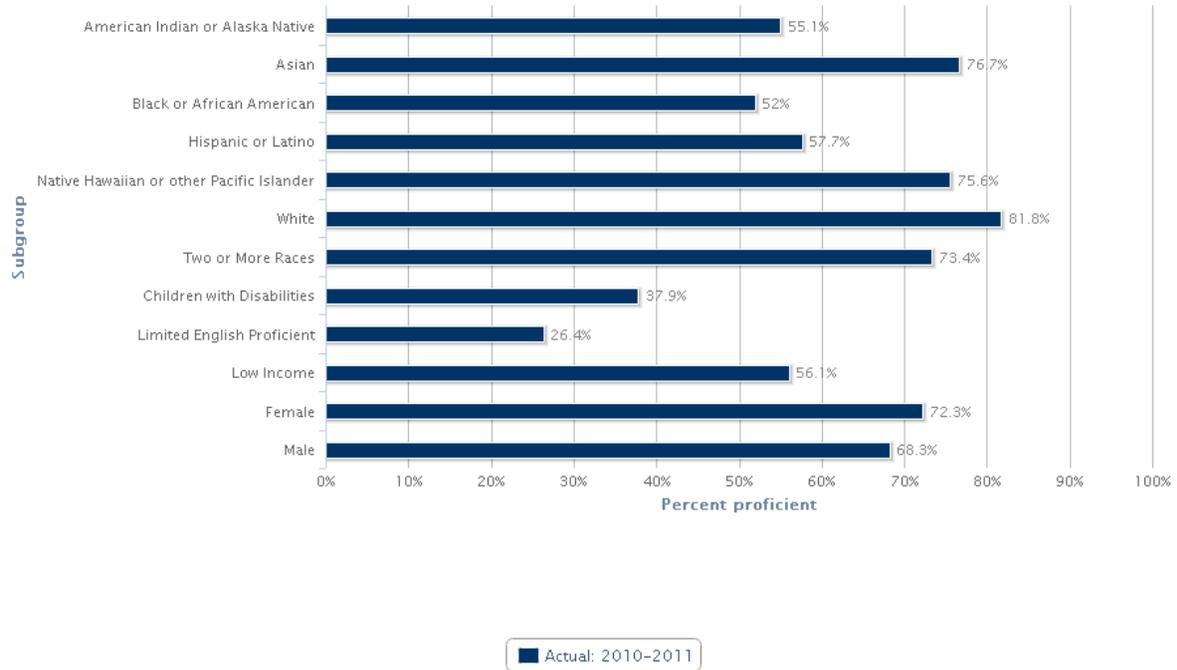
Grade 3 Grade 4 Grade 5 **Grade 6** Grade 7 Grade 8 Grade 10

Grade 7 Proficiency on North Carolina's ELA Assessment SY 2010–2011



Grade 3 Grade 4 Grade 5 Grade 6 **Grade 7** Grade 8 Grade 10

Grade 8 Proficiency on North Carolina's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

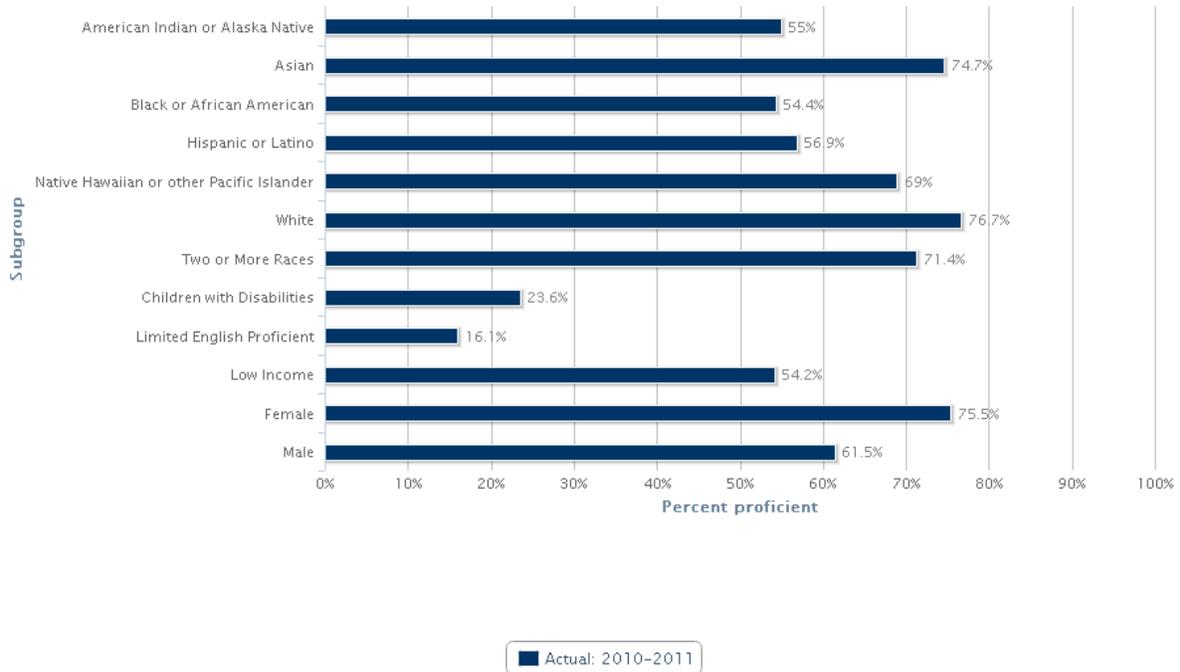
Grade 6

Grade 7

Grade 8

Grade 10

Grade 10 Proficiency on North Carolina's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

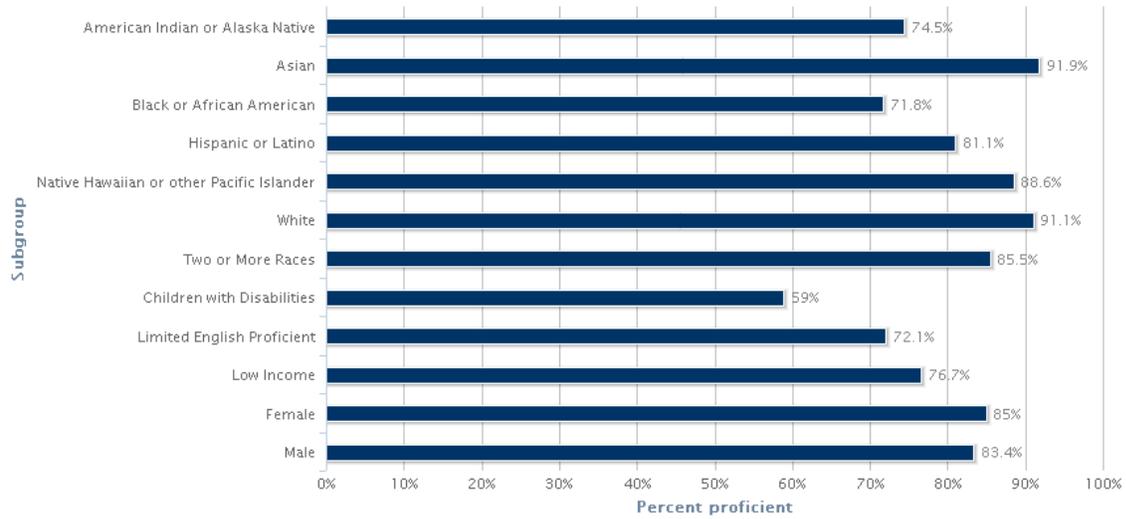
Grade 6

Grade 7

Grade 8

Grade 10

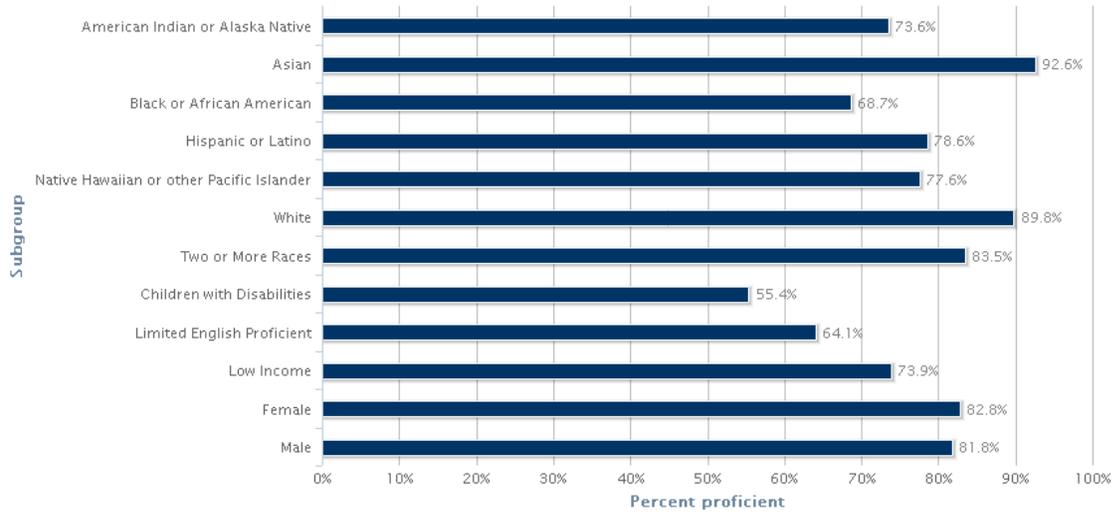
Grade 4 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

Grade 3 **Grade 4** Grade 5 Grade 6 Grade 7 Grade 8 Grade 10

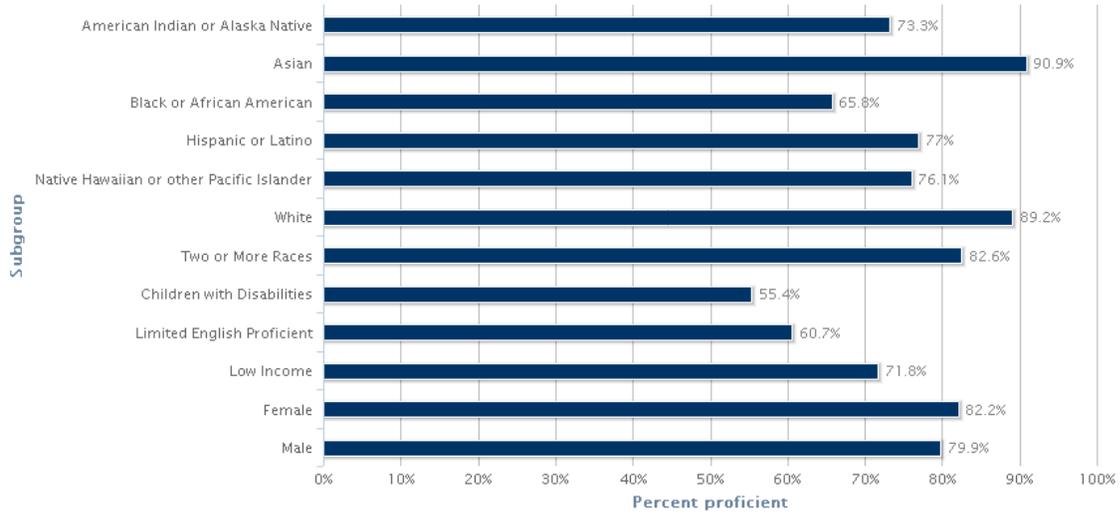
Grade 5 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

Grade 3 Grade 4 **Grade 5** Grade 6 Grade 7 Grade 8 Grade 10

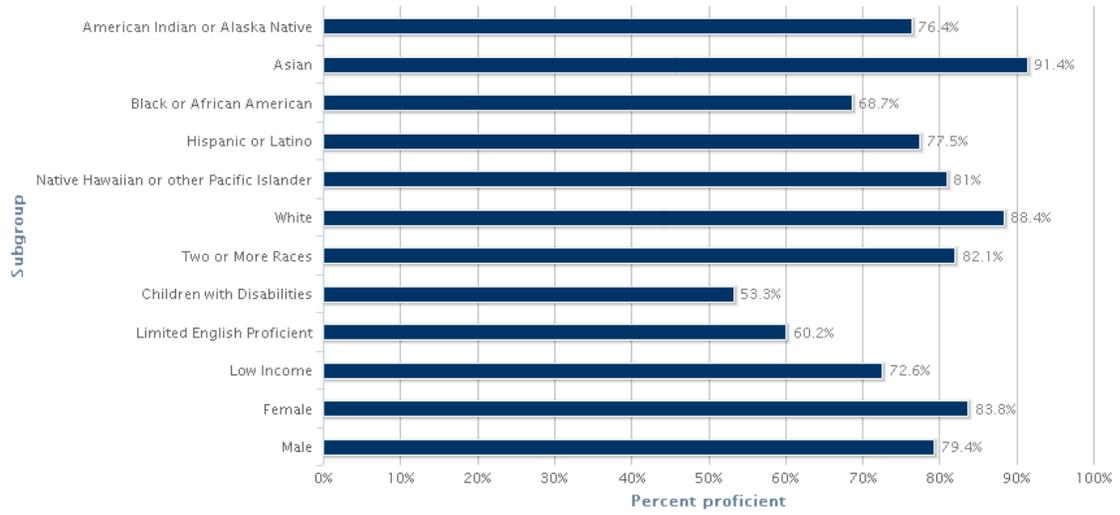
Grade 6 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

Grade 3 Grade 4 Grade 5 **Grade 6** Grade 7 Grade 8 Grade 10

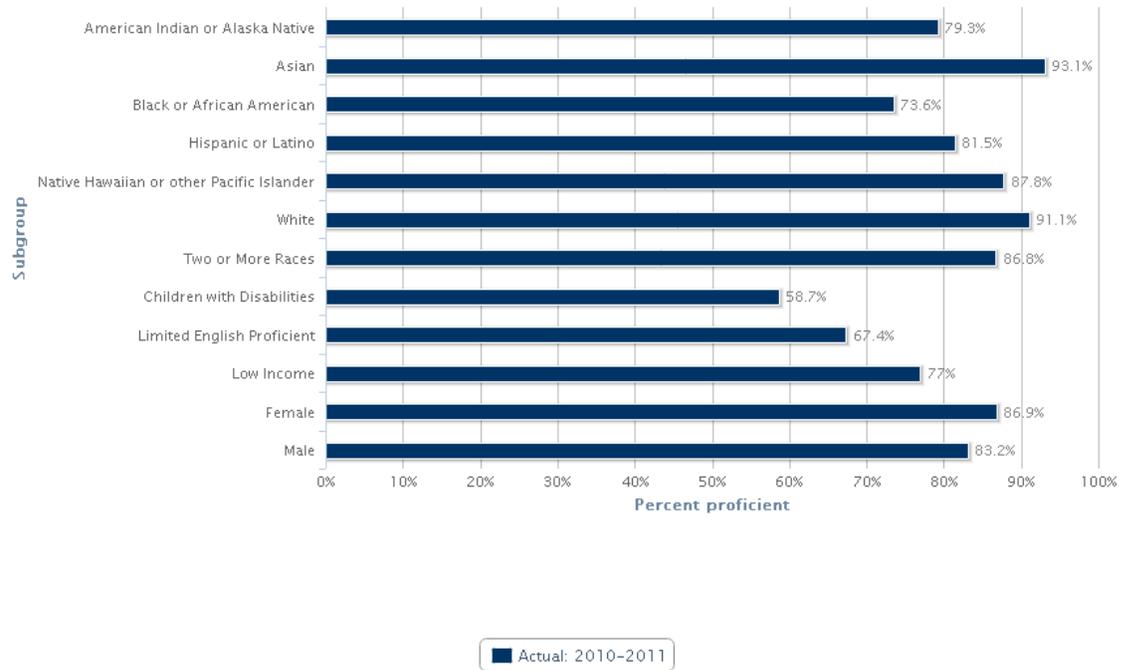
Grade 7 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

Grade 3 Grade 4 Grade 5 Grade 6 **Grade 7** Grade 8 Grade 10

Grade 8 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

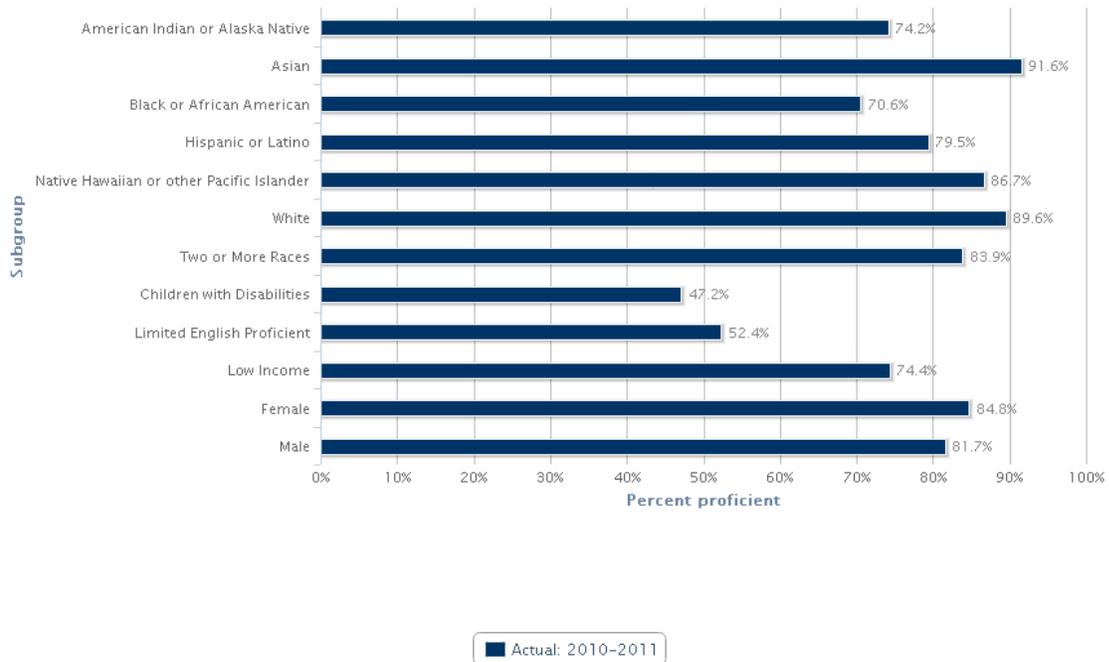
Grade 6

Grade 7

Grade 8

Grade 10

Grade 10 Proficiency on North Carolina's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

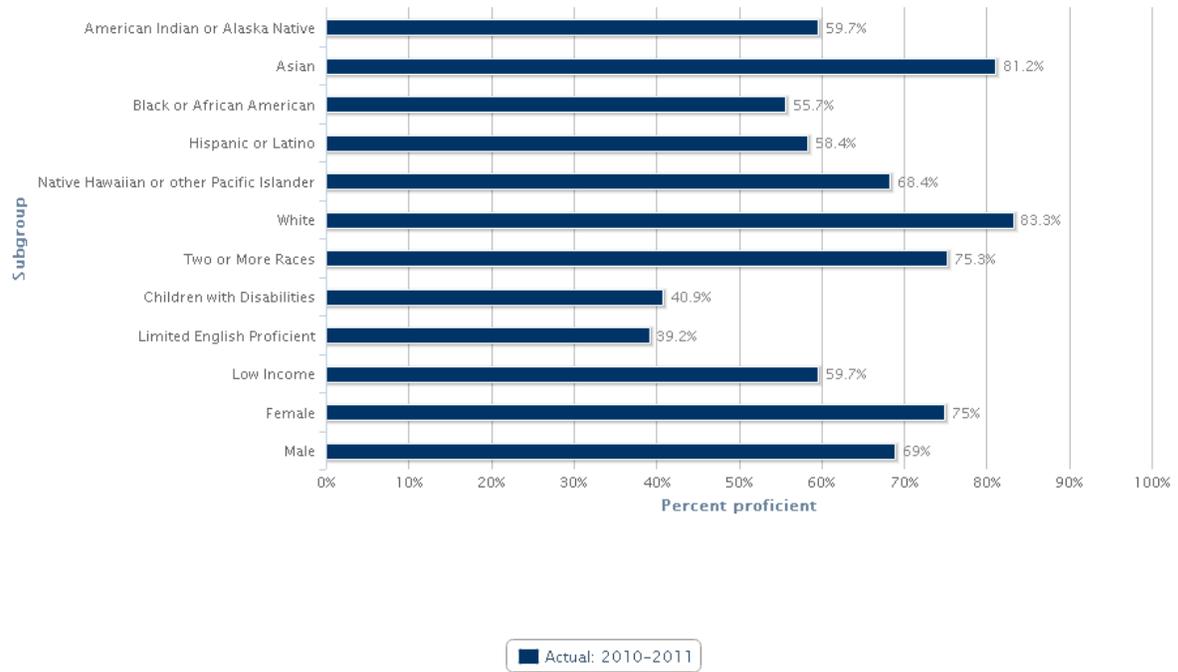
Grade 6

Grade 7

Grade 8

Grade 10

Grade 4 Proficiency on North Carolina's ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

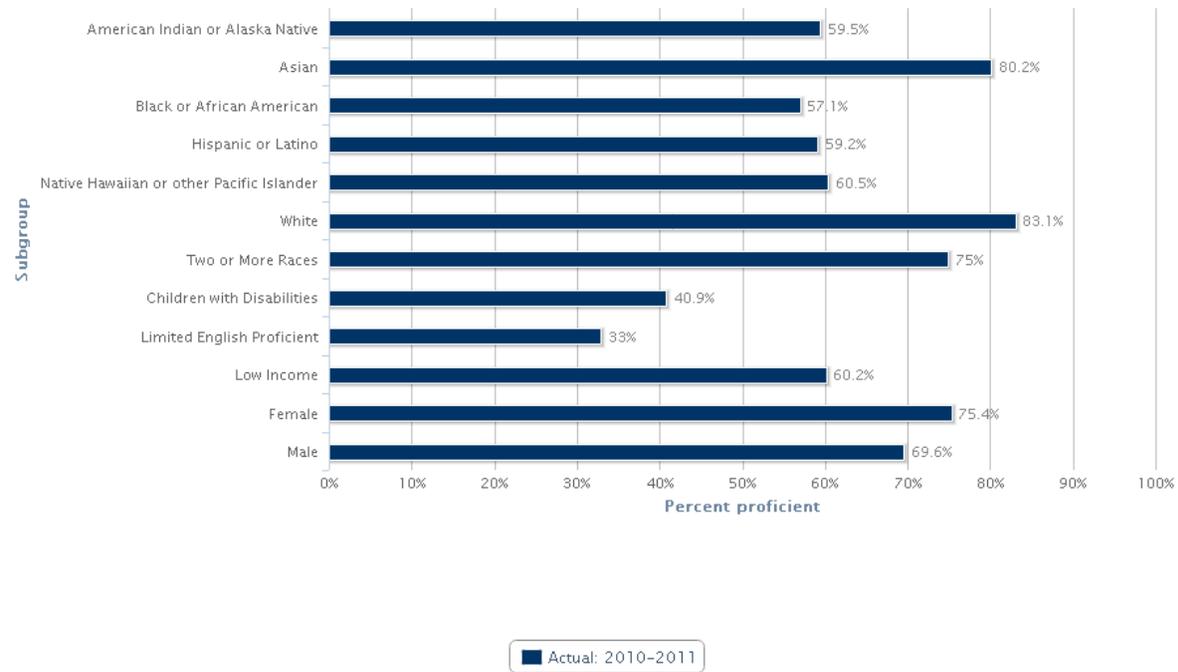
Grade 6

Grade 7

Grade 8

Grade 10

Grade 5 Proficiency on North Carolina's ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 10



North Carolina

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Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

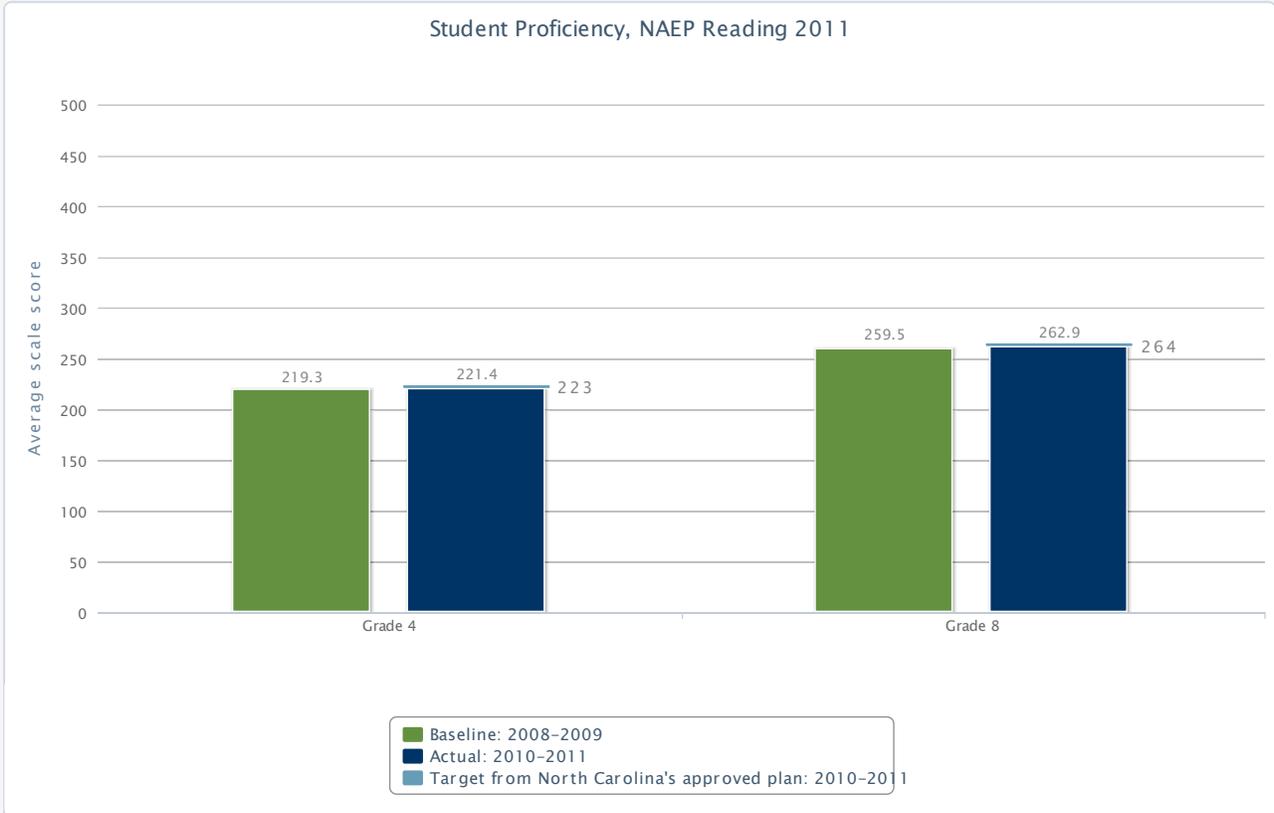
Collapse All

NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

North Carolina's approved Race to the Top plan included targets for NAEP results based on students' average scale scores, not based on percentages.



[View Table \(Accessible\)](#)

NOTE:

Scale Score:

North Carolina's grade 4 reading score was not significantly different in 2011 than in 2009.

North Carolina's grade 8 reading score was significantly higher ($p < .05$) in 2011 than in 2009.

Percentages:

The percentage of North Carolina's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

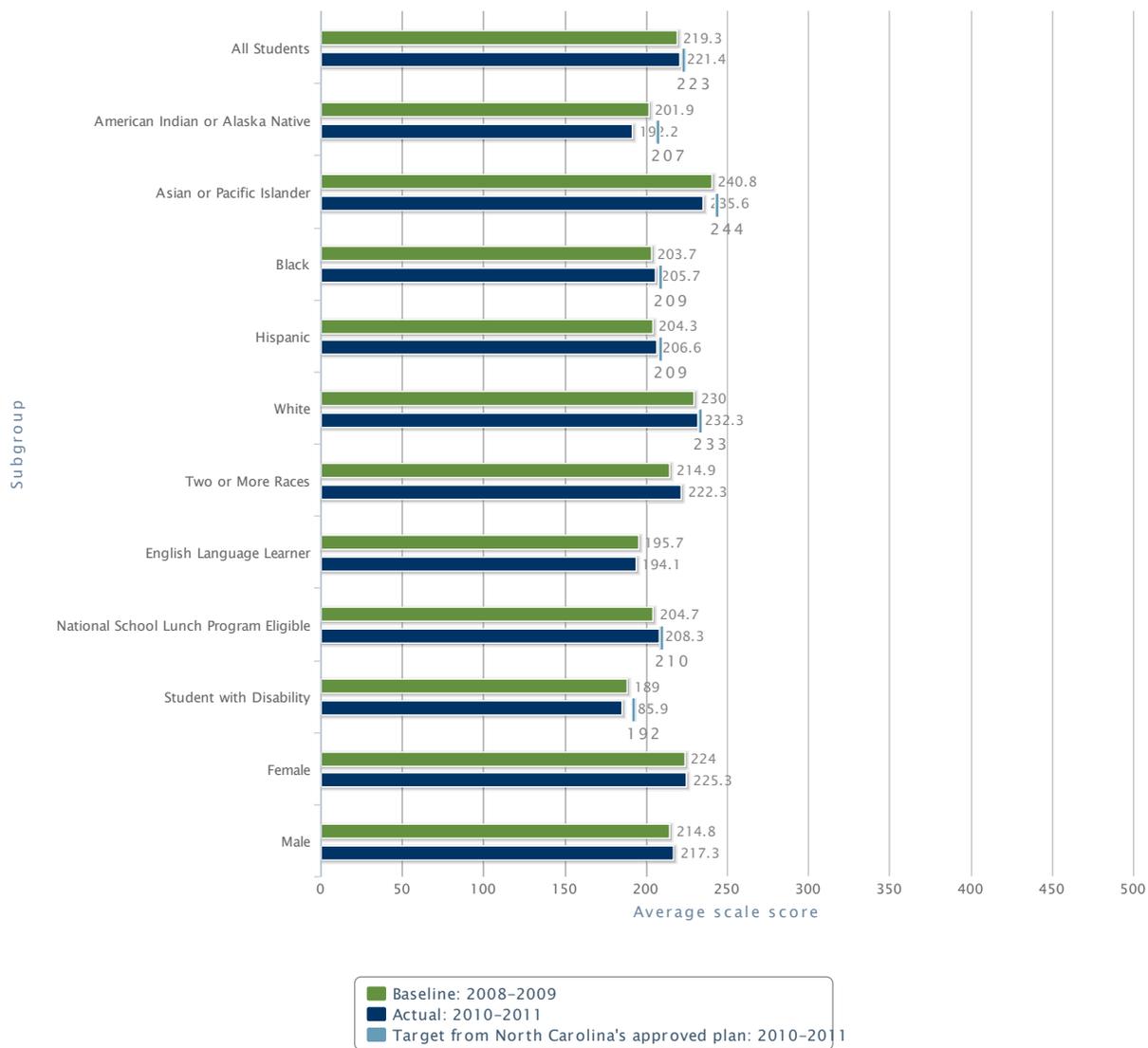
The percentage of North Carolina's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

[Close](#)

Student proficiency on NAEP reading	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from North Carolina's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
Grade 4	219.3	221.4	223	32.2%	33.7%
Grade 8	259.5	262.9	264	28.7%	31.1%

[View Table Key](#)

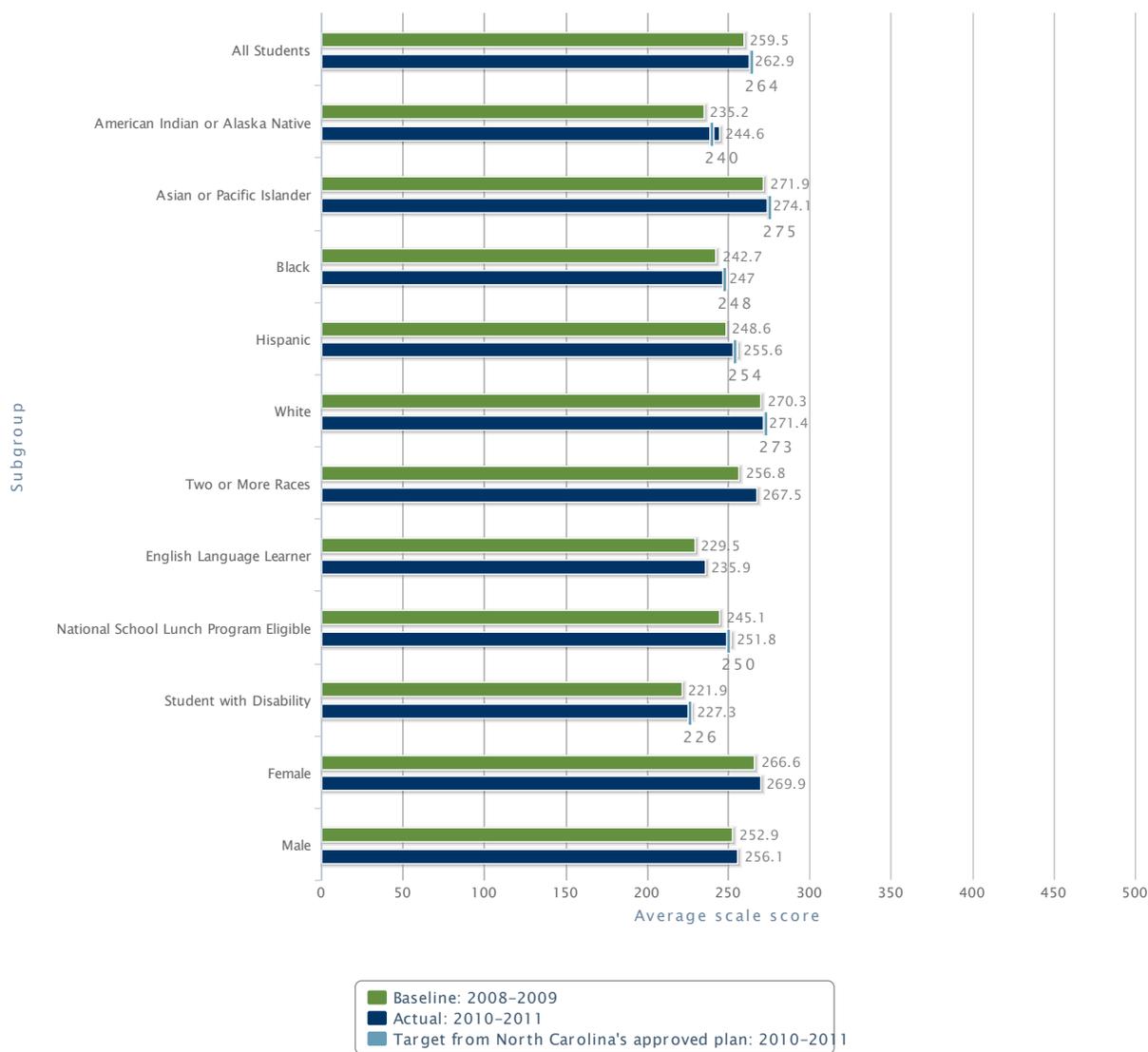
Grade 4 Proficiency, NAEP Reading 2011



Scale Score	Percentages
-------------	-------------

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Reading 2011



Scale Score	Percentages
-------------	-------------

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from North Carolina's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	201.9	192.2	207	18.4%	10.5%
Asian/Pacific Islander	240.8	235.6	244	52.2%	48%
Black	203.7	205.7	209	14.4%	16%
Hispanic	204.3	206.6	209	17%	19.7%
White	230	232.3	233	44.2%	45.5%
Two or More Races	214.9	222.3	N/A	26.6%	30.8%
English Language Learner	195.7	194.1	N/A	13.1%	7.6%
National School Lunch Program Eligible	204.7	208.3	210	16.6%	19.2%

Student with Disability	189	185.9	192	12.6%	10.5%
Female	224	225.3	N/A	35.8%	37.7%
Male	214.8	217.3	N/A	28.9%	29.5%
Not National School Lunch Program Eligible	232.6	236	236	46.5%	49.9%

View Table Key

Grade 8 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from North Carolina's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	235.2	244.6	240	15.8%	15.9%
Asian/Pacific Islander	271.9	274.1	275	45.9%	43.6%
Black	242.7	247	248	12.2%	14.4%
Hispanic	248.6	255.6	254	19.2%	21.9%
White	270.3	271.4	273	38.7%	40.2%
Two or More Races	256.8	267.5	N/A	23.6%	35.1%
English Language Learner	229.5	235.9	N/A	5.9%	3.3%
National School Lunch Program Eligible	245.1	251.8	250	14.5%	18.4%
Student with Disability	221.9	227.3	226	5.6%	6.1%
Female	266.6	269.9	N/A	35.8%	37.5%
Male	252.9	256.1	N/A	22.1%	24.9%
Not National School Lunch Program Eligible	270.8	274.3	274	39.9%	44.1%

View Table Key

Close Subgroup Graphs

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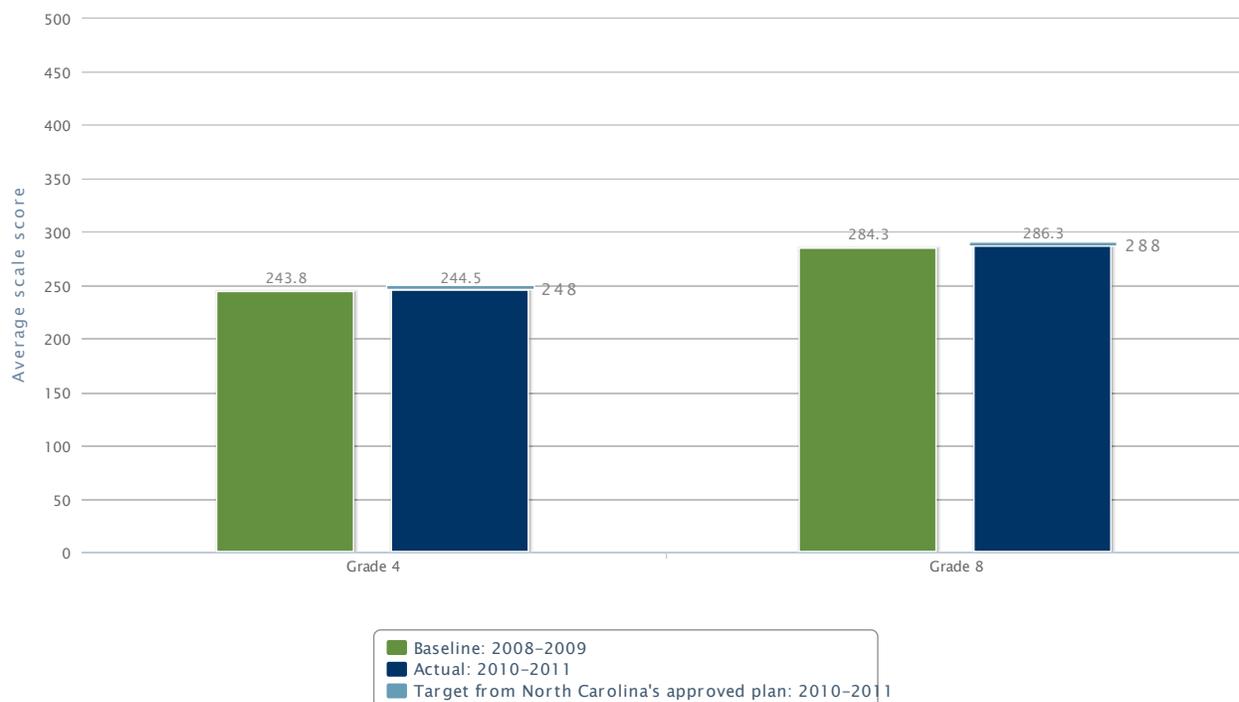
NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

North Carolina's approved Race to the Top plan included targets for NAEP results based on students' average scale scores, not based on percentages.

Student Proficiency, NAEP Mathematics 2011



Scale Score Percentages

[View Table \(Accessible\)](#)

NOTE:

Scale Score:

North Carolina's grade 4 mathematics score was not significantly different in 2011 than in 2009.

North Carolina's grade 8 mathematics score was not significantly different in 2011 than in 2009.

Percentages:

The percentage of North Carolina's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

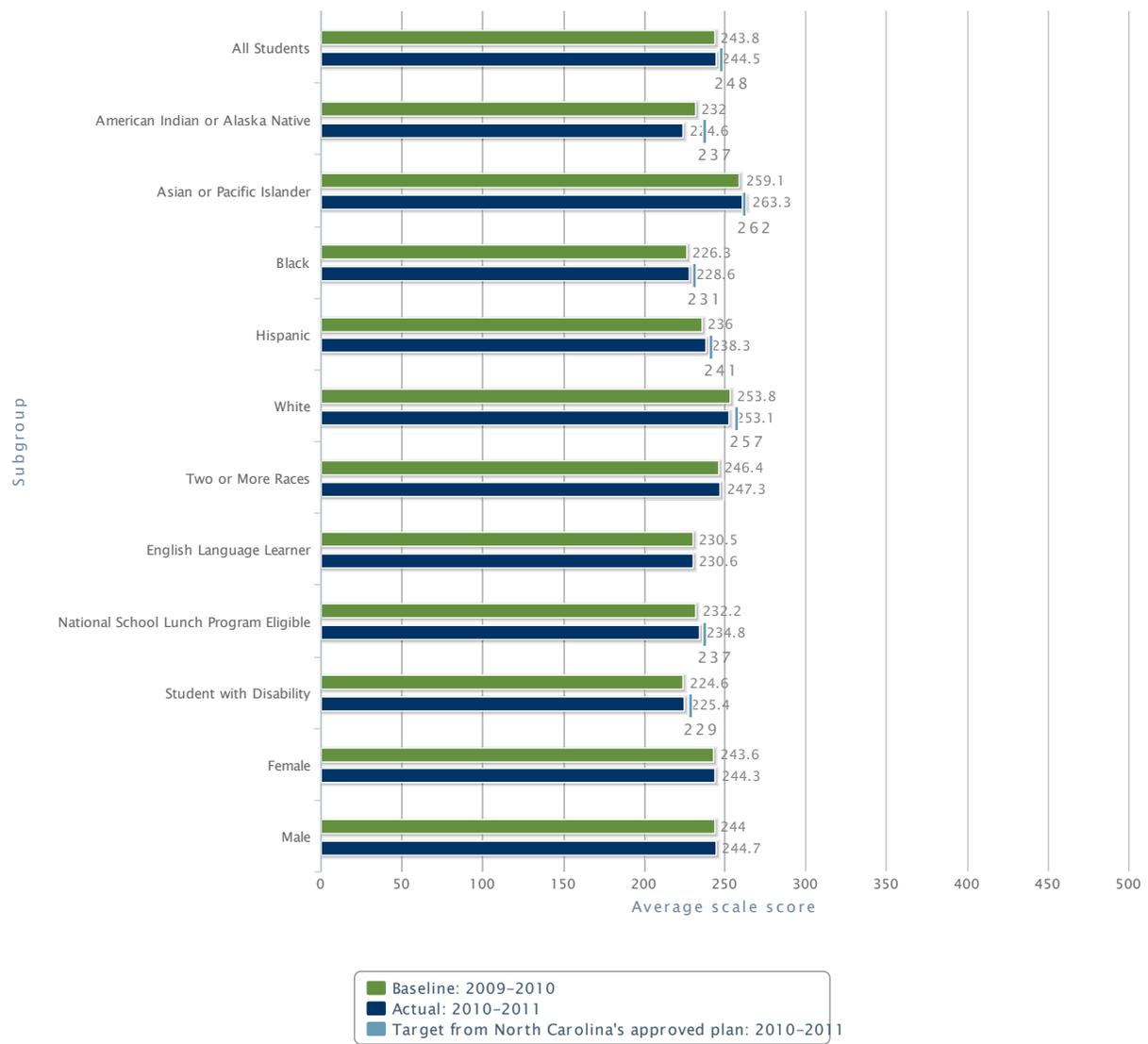
The percentage of North Carolina's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

Close

Student proficiency on NAEP mathematics	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from North Carolina's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
Grade 4	243.8	244.5	248	43.2%	44.3%
Grade 8	284.3	286.3	288	35.6%	37%

[View Table Key](#)

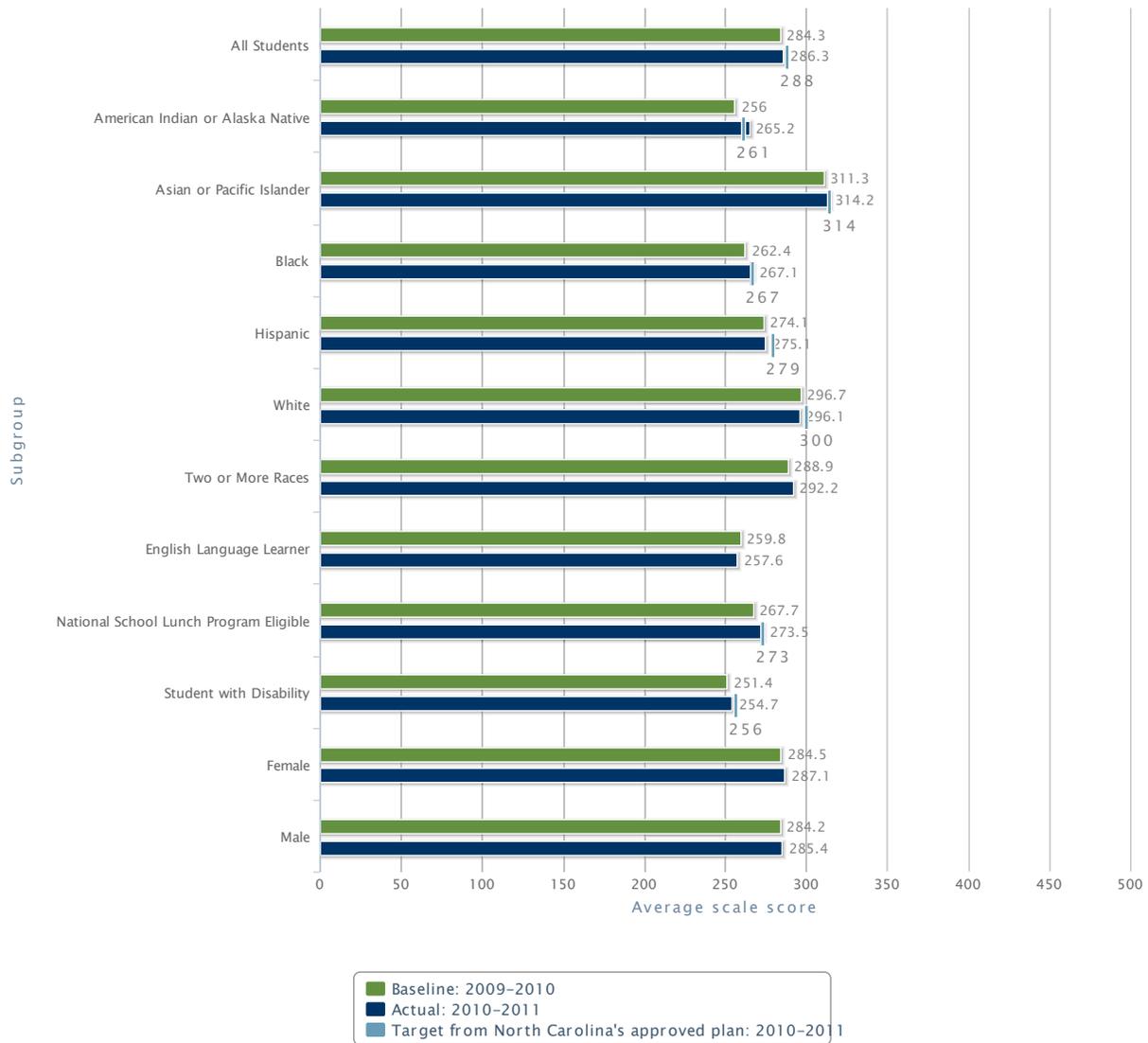
Grade 4 Proficiency, NAEP Mathematics 2011



Scale Score Percentages

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Mathematics 2011



Scale Score	Percentages
-------------	-------------

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from North Carolina's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	232	224.6	237	30.4%	20.1%
Asian/Pacific Islander	259.1	263.3	262	61.9%	70.7%
Black	226.3	228.6	231	18%	18.5%
Hispanic	236	238.3	241	27.5%	32.9%
White	253.8	253.1	257	58.5%	58.5%
Two or More Races	246.4	247.3	N/A	46.9%	47.7%
English Language Learner	230.5	230.6	N/A	19.2%	18.2%
National School Lunch Program Eligible	232.2	234.8	237	25.2%	28.1%

Student with Disability	224.6	225.4	229	23.3%	19.7%
Female	243.6	244.3	N/A	42.3%	44.4%
Male	244	244.7	N/A	44.1%	44.1%
Not National School Lunch Program Eligible	254.6	255.5	258	60%	62.4%

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from North Carolina's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	256	265.2	261	14.4%	21.7%
Asian/Pacific Islander	311.3	314.2	314	65%	71.1%
Black	262.4	267.1	267	11.9%	15.1%
Hispanic	274.1	275.1	279	24.1%	23.4%
White	296.7	296.1	300	49%	47.9%
Two or More Races	288.9	292.2	N/A	33.9%	44.5%
English Language Learner	259.8	257.6	N/A	11.7%	7.2%
National School Lunch Program Eligible	267.7	273.5	273	18.3%	22%
Student with Disability	251.4	254.7	256	11.7%	9.6%
Female	284.5	287.1	N/A	34.1%	36.8%
Male	284.2	285.4	N/A	37%	37.1%
Not National School Lunch Program Eligible	297.9	299.5	301	49.9%	52.3%

[View Table Key](#)

[Close Subgroup Graphs](#)

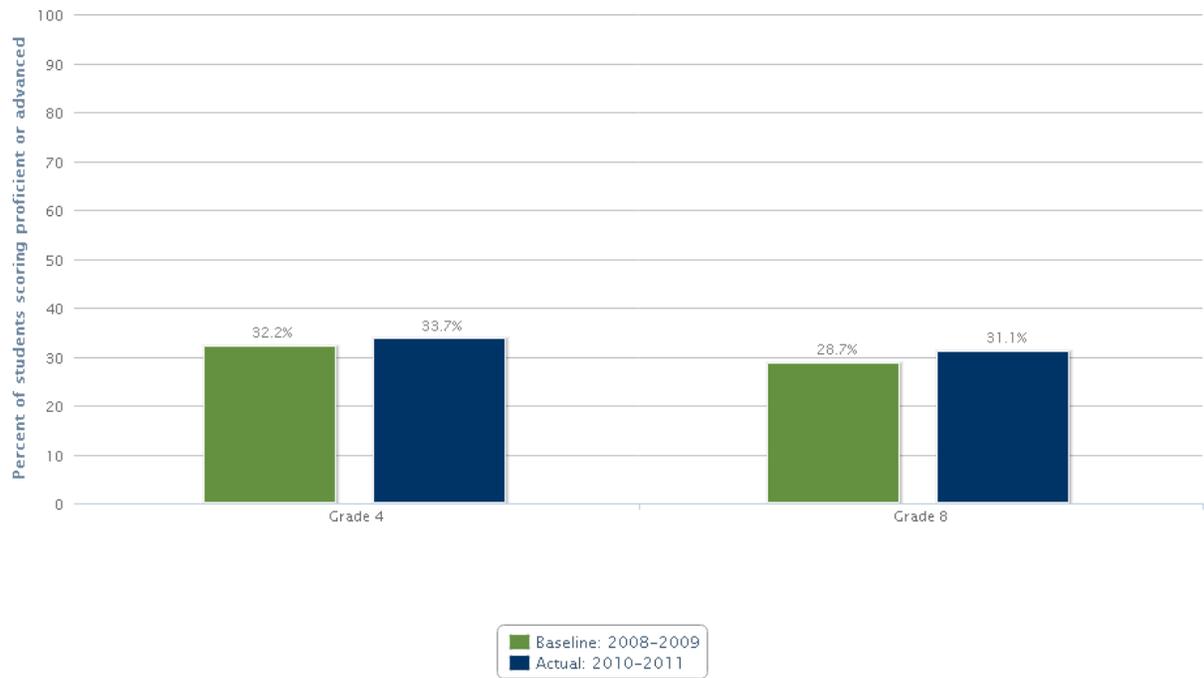
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Table Key

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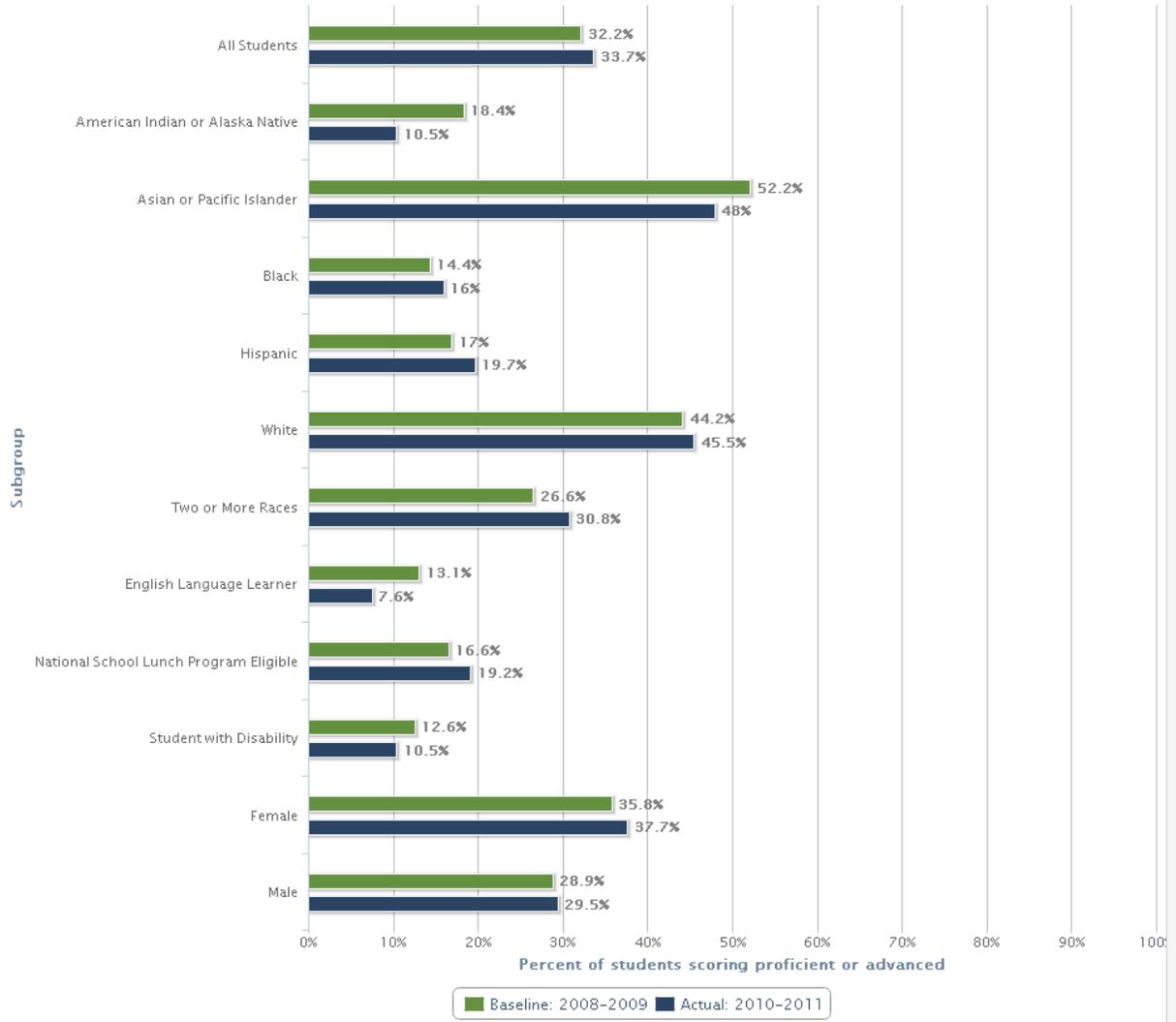
Student Proficiency, NAEP Reading 2011



Scale Score

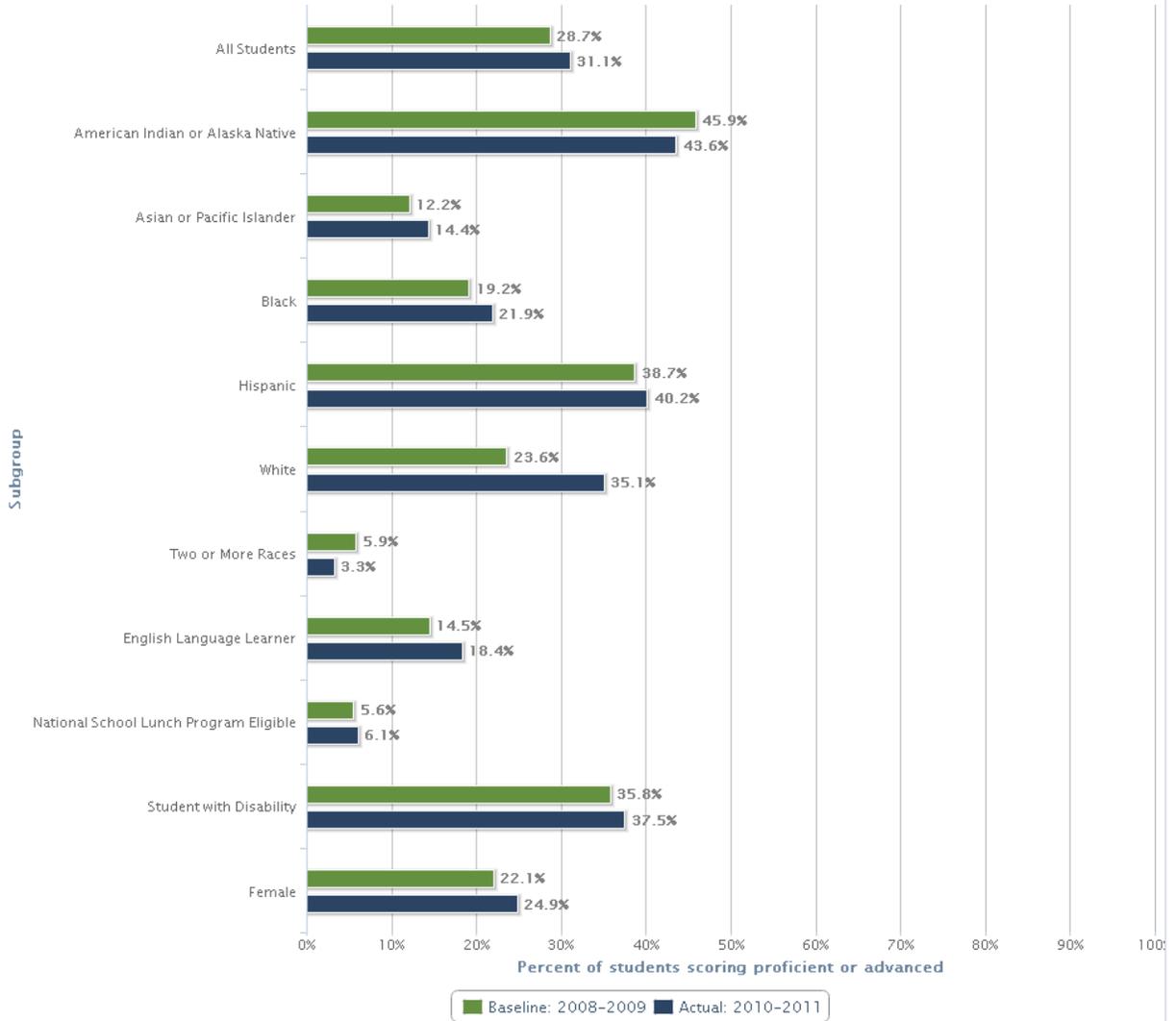
Percentages

Grade 4 Proficiency, NAEP Reading 2011



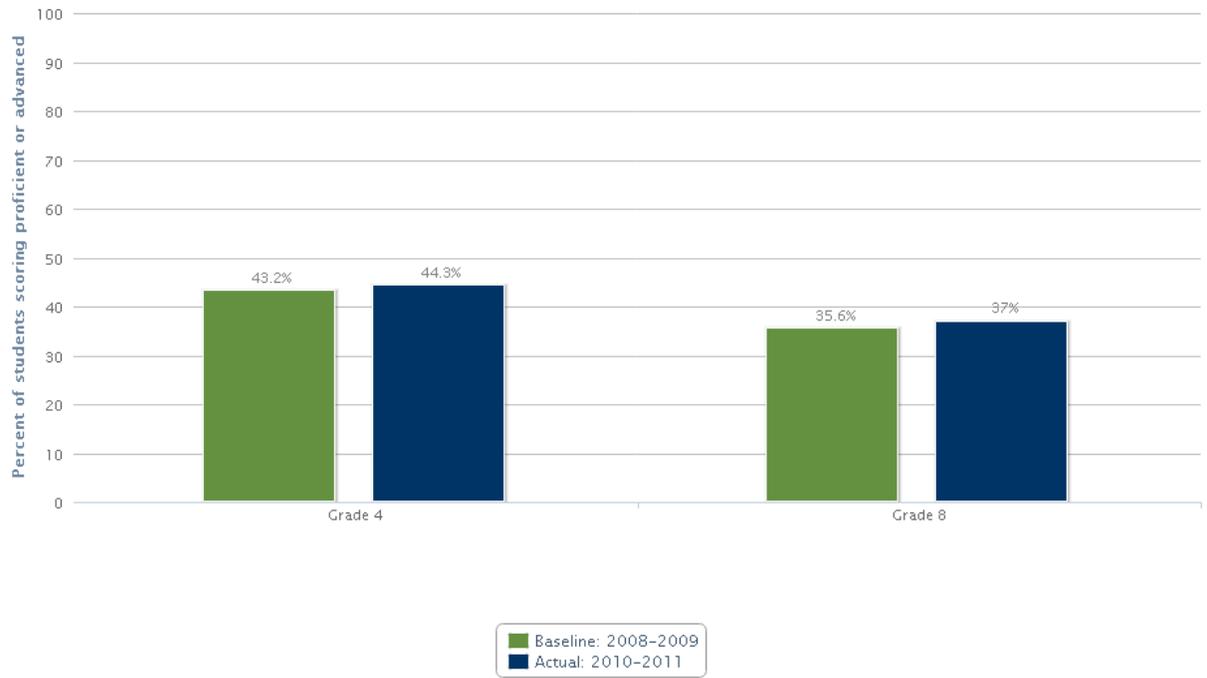
Scale Score Percentages

Grade 8 Proficiency, NAEP Reading 2011



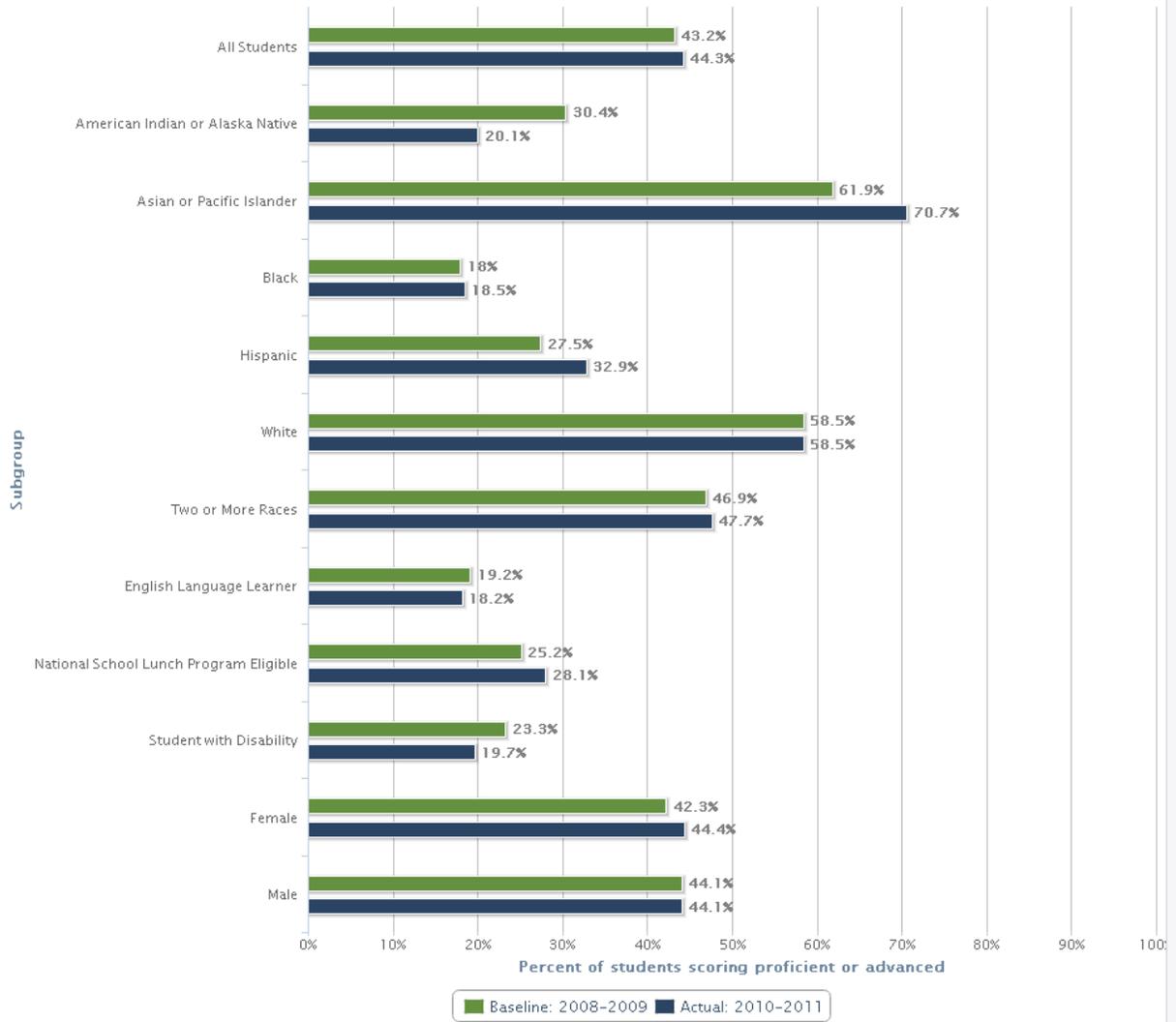
Scale Score Percentages

Student Proficiency, NAEP Mathematics 2011



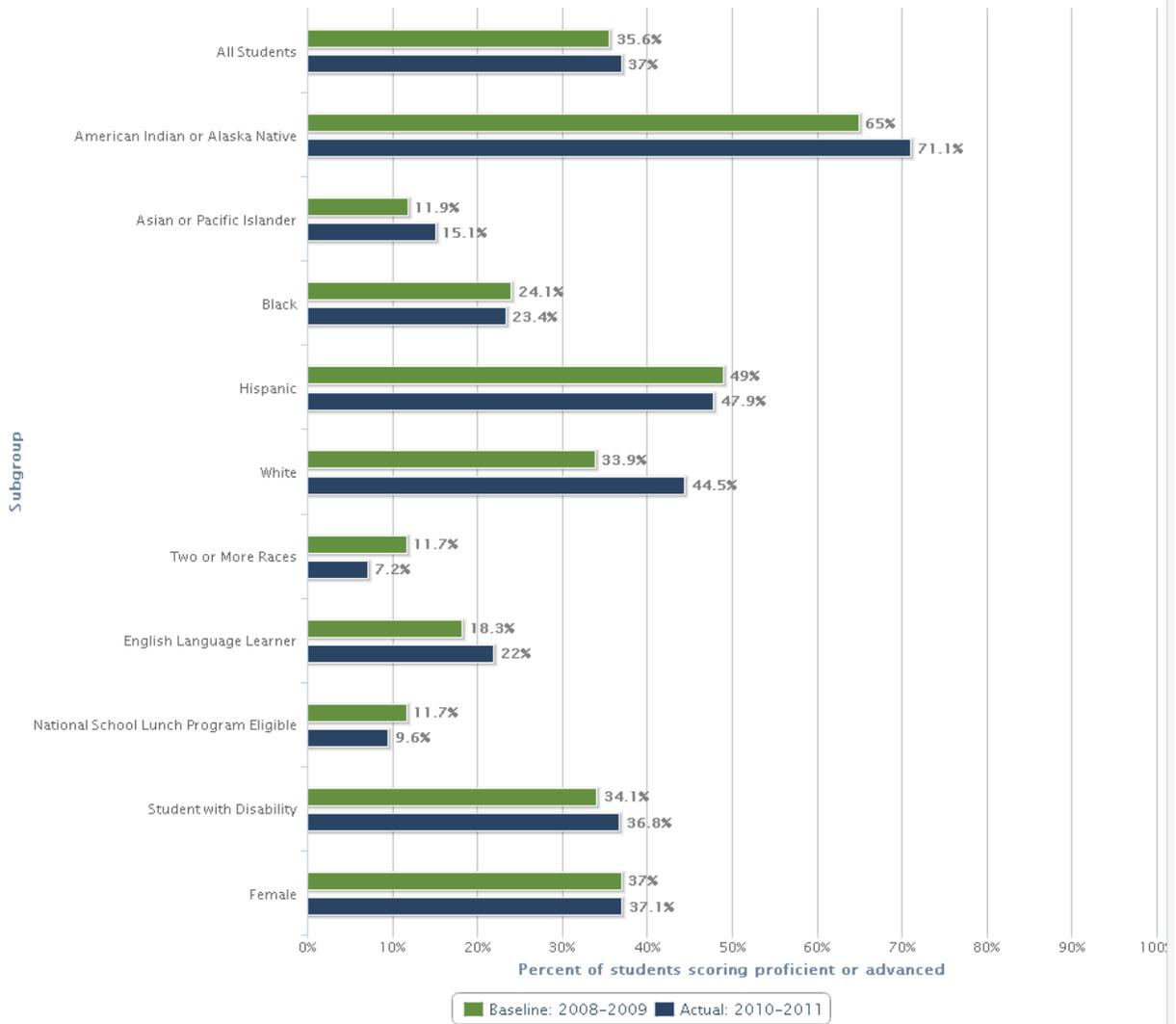
Scale Score Percentages

Grade 4 Proficiency, NAEP Mathematics 2011



Scale Score Percentages

Grade 8 Proficiency, NAEP Mathematics 2011



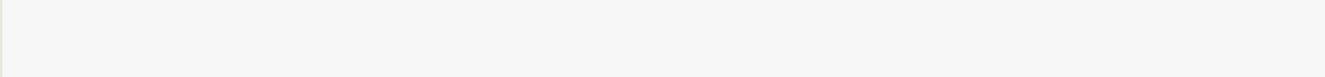
Scale Score Percentages



North Carolina

Standard Version

Accessible Version



Student Outcomes Data: Closing Achievement Gaps

Results in closing the achievement gap on North Carolina's ELA assessment

Results in closing the achievement gap on North Carolina's mathematics assessment

Results in closing the achievement gap on NAEP reading

Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on North Carolina's ELA assessment

State-reported information

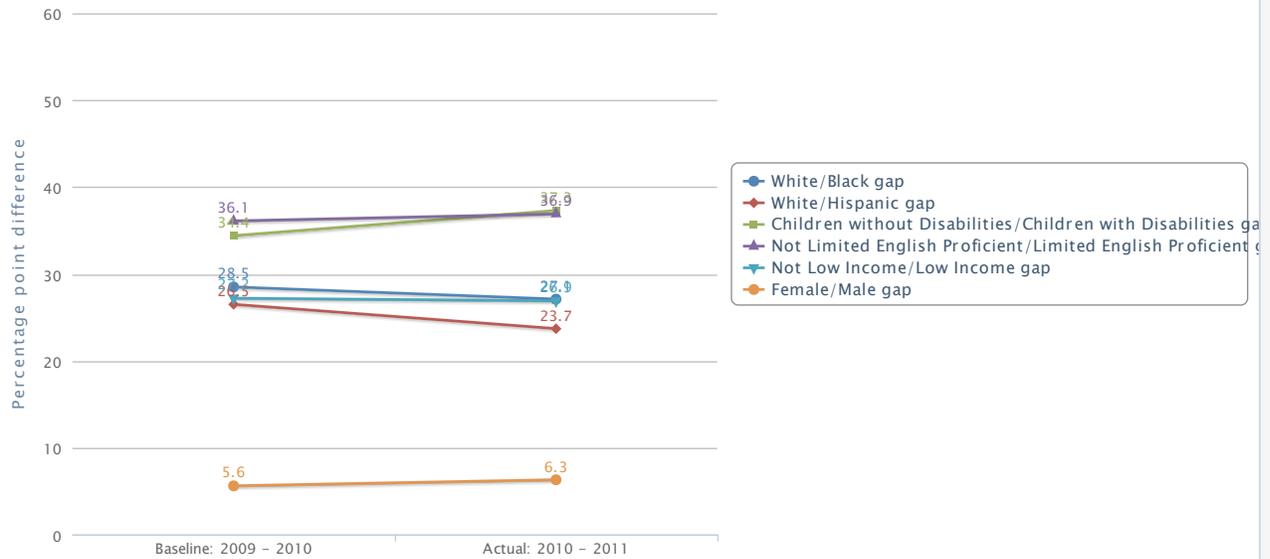
Preliminary SY 2010-2011 data reported as of: November 14, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Achievement Gap on North Carolina's ELA Assessment SY 2010-2011



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on North Carolina's ELA assessment SY 2010-2011. Preliminary data reported as of November 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
White/Black gap	28.5	27.1	N/A
White/Hispanic gap	26.5	23.7	N/A
Children without Disabilities/Children with Disabilities gap	34.4	37.3	N/A
Not Limited English Proficient/Limited English Proficient gap	36.1	36.9	N/A
Not Low Income/Low Income gap	27.2	26.9	N/A
Female/Male gap	5.6	6.3	N/A

[View Table Key](#)

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Results in closing the achievement gap on North Carolina's mathematics assessment

State-reported information

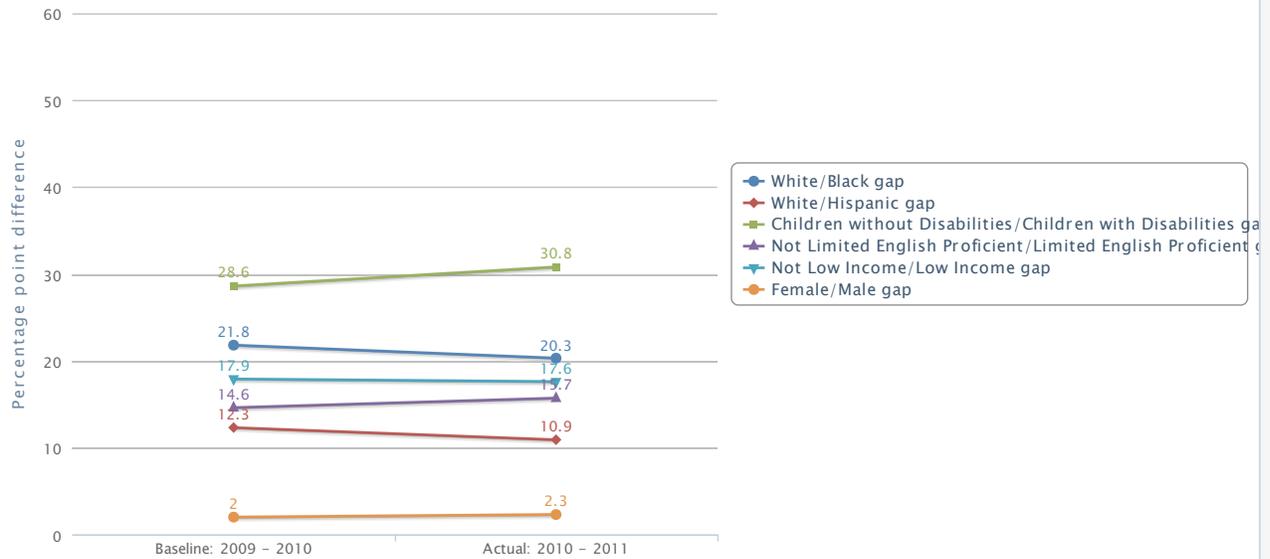
Preliminary SY 2010-2011 data reported as of: **November 14, 2011**

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Achievement Gap on North Carolina's Mathematics Assessment SY 2010-2011



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on North Carolina's mathematics assessment SY 2010-2011. Preliminary data reported as of November 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
White/Black gap	21.8	20.3	N/A
White/Hispanic gap	12.3	10.9	N/A
Children without Disabilities/Children with Disabilities gap	28.6	30.8	N/A
Not Limited English Proficient/Limited English Proficient gap	14.6	15.7	N/A
Not Low Income/Low Income gap	17.9	17.6	N/A
Female/Male gap	2	2.3	N/A

[View Table Key](#)

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Results in closing the achievement gap on NAEP reading

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

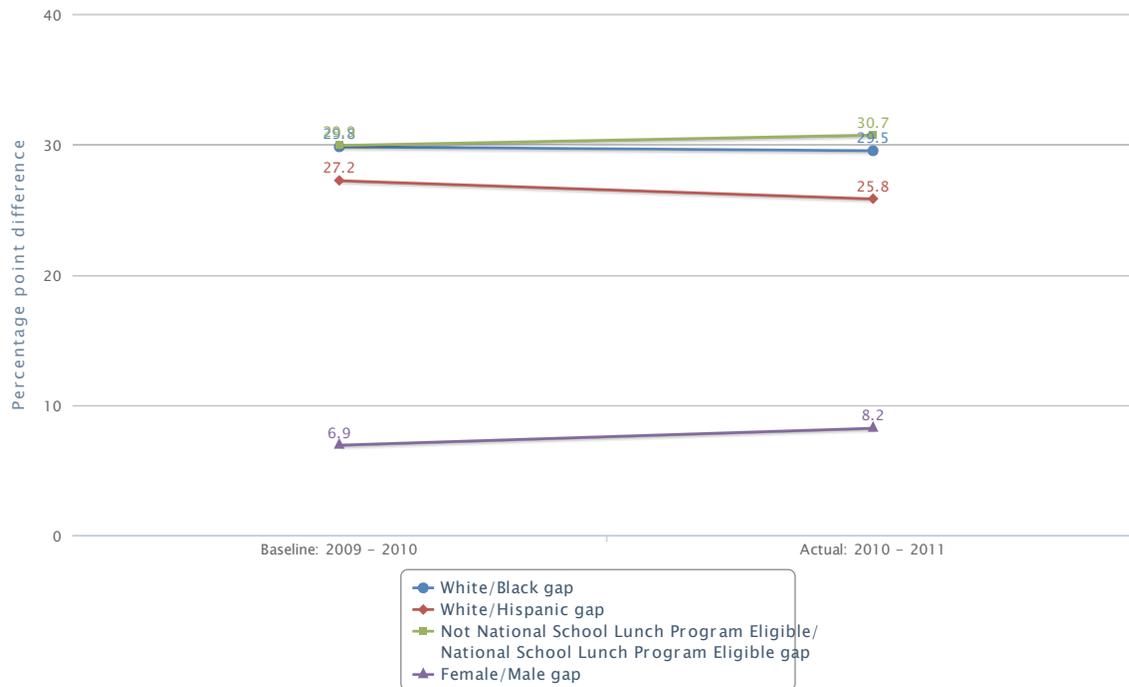
North Carolina's NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Grade 4 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
White/Black gap	29.8	29.5	N/A
White/Hispanic gap	27.2	25.8	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	29.9	30.7	N/A
Female/Male gap	6.9	8.2	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
White/Black gap	26.5	25.8	N/A
White/Hispanic gap	19.5	18.3	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	25.4	25.7	N/A
Female/Male gap	13.7	12.6	N/A

[View Table Key](#)

Results in closing the achievement gap on NAEP mathematics

Department-reported information

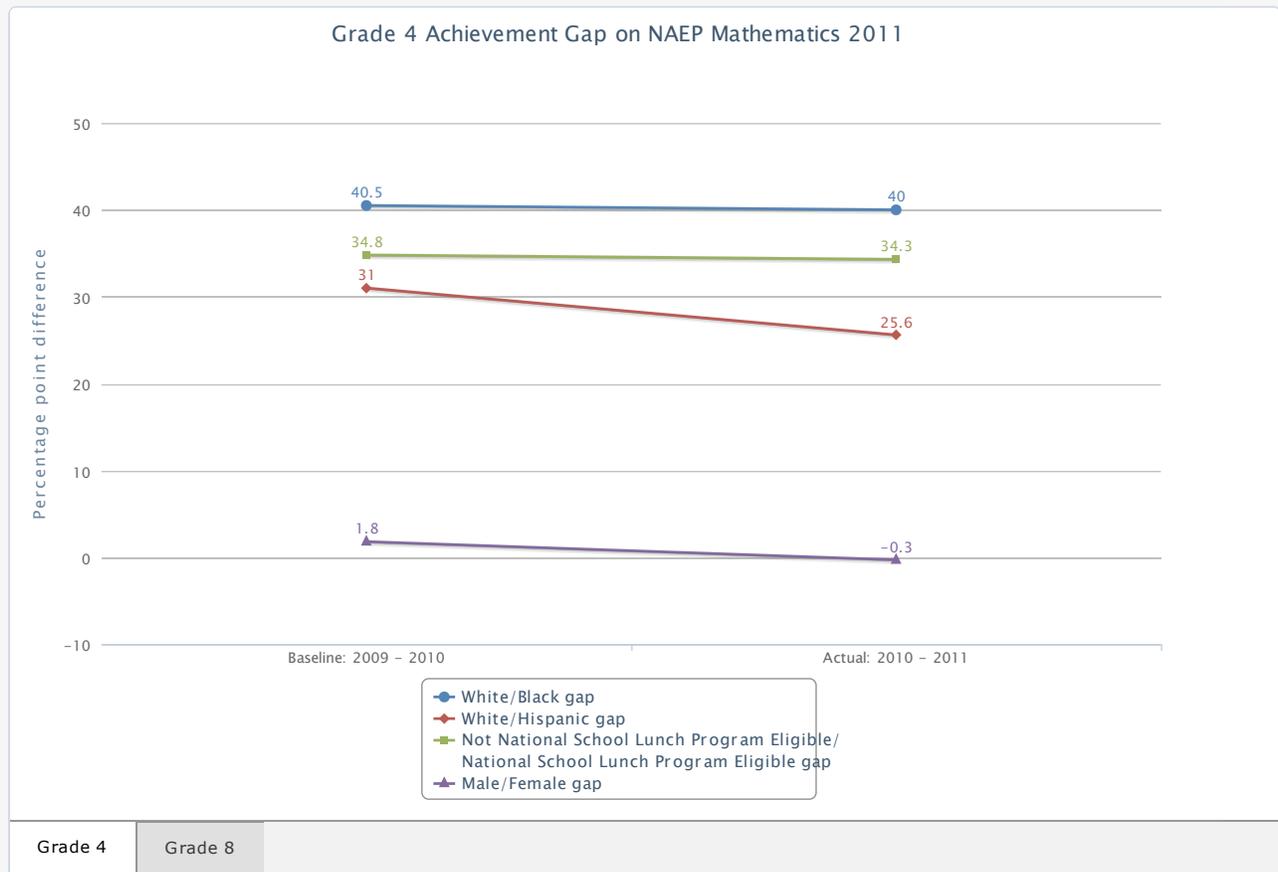
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

North Carolina's NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
White/Black gap	40.5	40	N/A
White/Hispanic gap	31	25.6	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	34.8	34.3	N/A
Male/Female gap	1.8	-0.3	N/A

[View Table Key](#)

Grade 8 Achievement Gap

Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
White/Black gap	37.1	32.8	N/A
White/Hispanic gap	24.9	24.5	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	31.6	30.3	N/A
Male/Female gap	2.9	0.3	N/A
View Table Key			

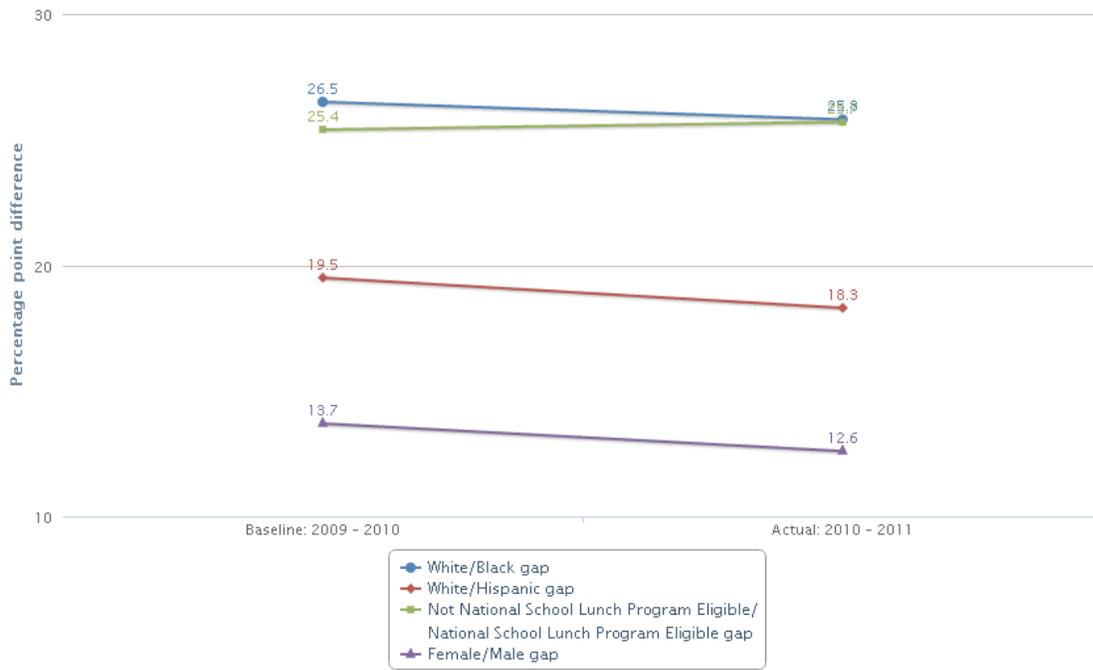
[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
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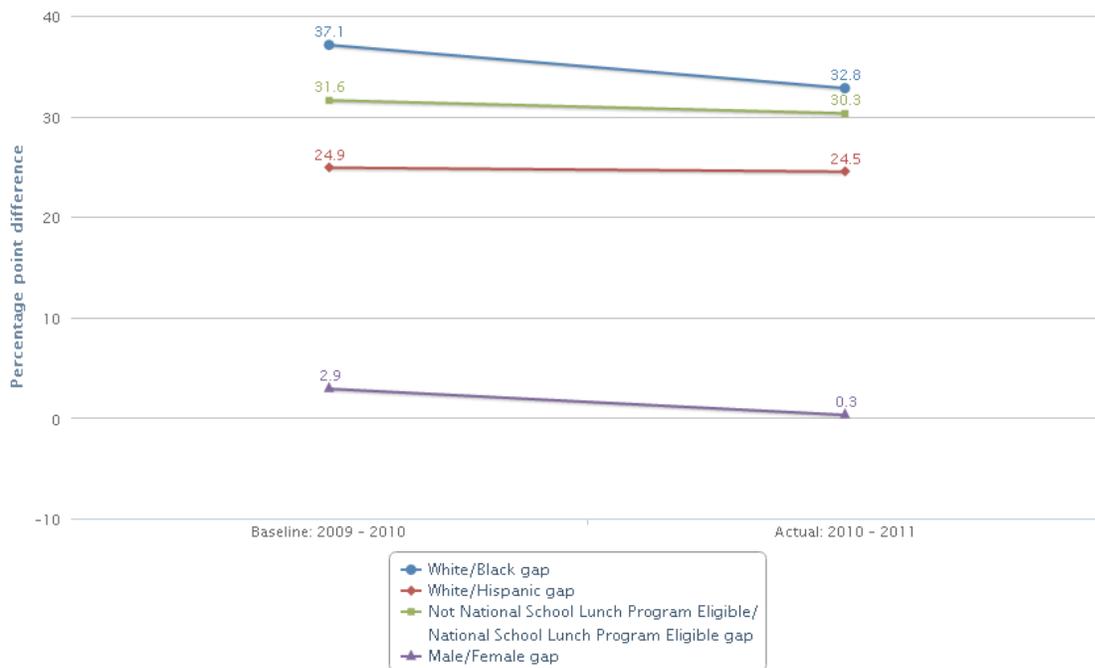
Grade 4 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

Grade 8 Achievement Gap on NAEP Mathematics 2011



Grade 4

Grade 8



North Carolina

State-reported APR: Year One

Standard Version

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Student Outcomes Data: Graduation Rates and Postsecondary Data

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High school graduation rates

College enrollment rates

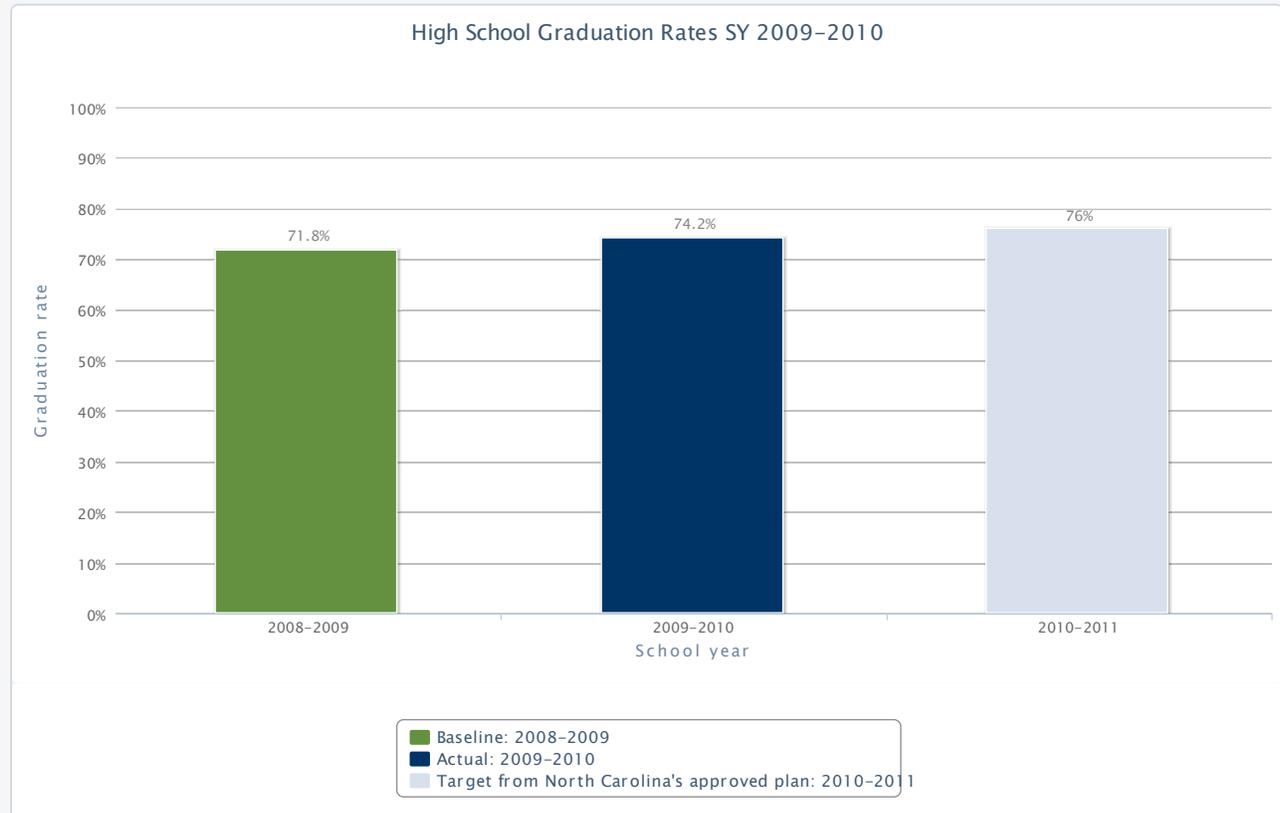
College course completion rates

Collapse All

High school graduation rates

State-reported information

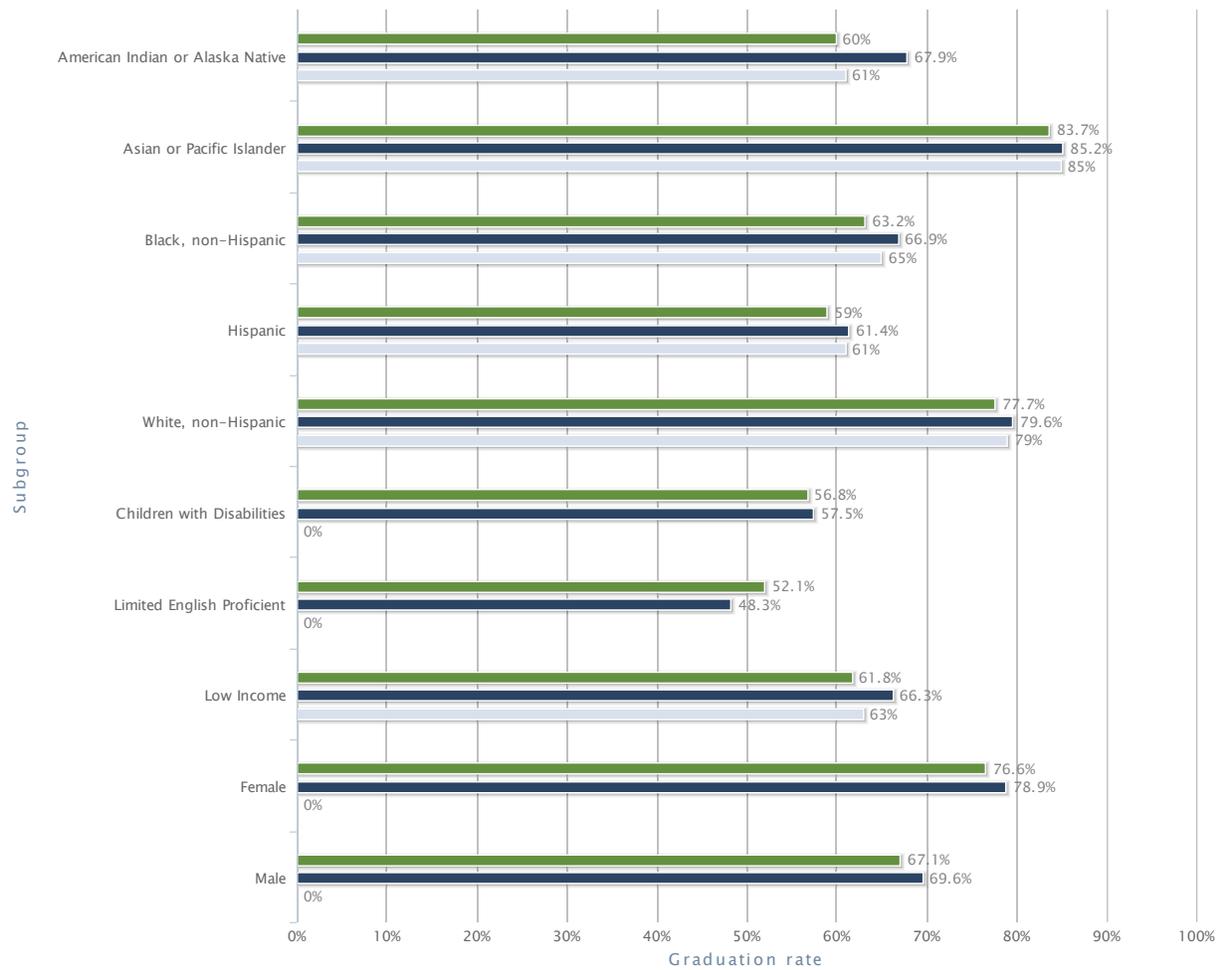
Preliminary SY 2009-2010 data reported as of: November 14, 2011



[View Table \(Accessible\)](#)

Preliminary high school graduation rates reported as of November 14, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from North Carolina's approved plan: SY 2009-2010
All Students	71.8%	74.2%	76%
View Table Key			

High School Graduation Rates SY 2009-2010



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from North Carolina's approved plan: SY 2009-2010
American Indian or Alaska Native	60%	67.9%	61%
Asian or Pacific Islander	83.7%	85.2%	85%
Black, non-Hispanic	63.2%	66.9%	65%
Hispanic	59%	61.4%	61%
White, non-Hispanic	77.7%	79.6%	79%

Children with Disabilities	56.8%	57.5%	N/A
Limited English Proficient	52.1%	48.3%	N/A
Low Income	61.8%	66.3%	63%
Female	76.6%	78.9%	N/A
Male	67.1%	69.6%	N/A

View Table Key

[Close Subgroup Graph](#)

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College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: **November 14, 2011**

NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.

North Carolina did not provide college enrollment data.

Preliminary college enrollment rates reported as of November 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
All Students	66%	- -	67%

View Table Key

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College course completion rates

State-reported information

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

North Carolina did not provide college course completion data.

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Table Key

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N/A

indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Student Outcomes Data: Graduation Rates and Postsecondary Data

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North Carolina

Standard Version

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College and Career-Ready Standards and Assessments

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

Additional information provided by the State:

North Carolina will implement college and career ready standards in all subjects including the Common Core State Standards in Mathematics and English Language Arts in the 2012-13 school year. This implementation will include administering new summative assessments in all subjects currently tested under No Child Left Behind. The new summative assessments are not a re-alignment of old tests to new standards but are a new edition of the North Carolina state summative assessments designed specifically to assess the Common Core in Mathematics and English Language Arts and the Essential Standards in Science. This next generation will include constructed response items and technology-enhanced items designed to validly assess the depth and complexity of the new standards. North Carolina plans to use the results of the next generation summative assessments in a revised school accountability model in the 2012-13 school year. These summative assessments are part of a balanced assessment system with an emphasis on new formative processes and diagnostic tools to improve instructional practice (as discussed in C3).

North Carolina continues to be an active participant in the SMARTER Balanced Assessment Consortium (SBAC) and plans to implement SBAC computer-adaptive and performance-based assessments in the 2014-15 school year. There are members from North Carolina on the Test Administration, Validation and Psychometrics, Technology Approach, and Transition to Common Core SBAC workgroups. North Carolina is a governing state in the SBAC.

Close

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Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

[Back to the Top](#)

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North Carolina

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Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

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Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

[Back to the Top](#)

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North Carolina

Standard Version

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Great Teachers and Leaders

- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

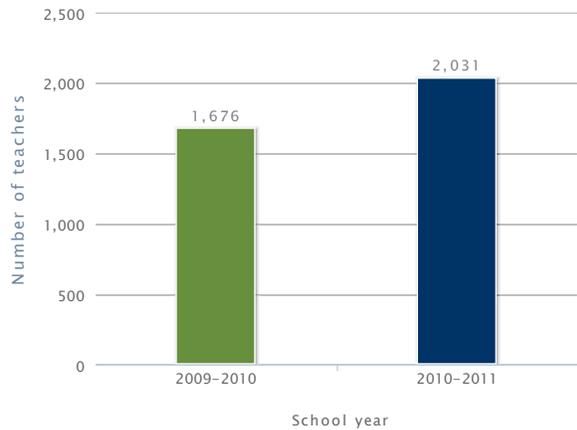
State-reported response: No changes.

Question: Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	2	2
Number of alternative certification programs for principals	2	2
View Table Key		

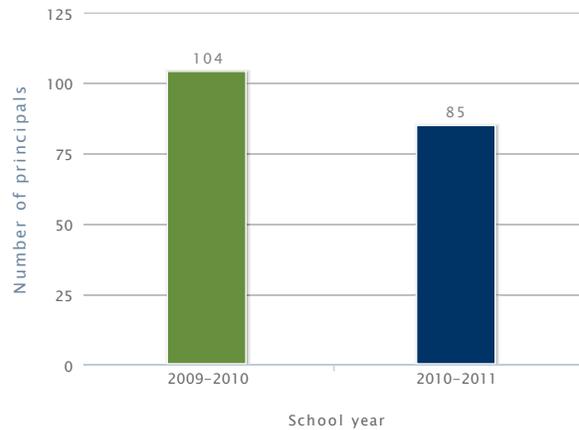
Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	1,676	2,031
Number of principals who have completed alternative certifications	104	85
View Table Key		

Additional information provided by the State:

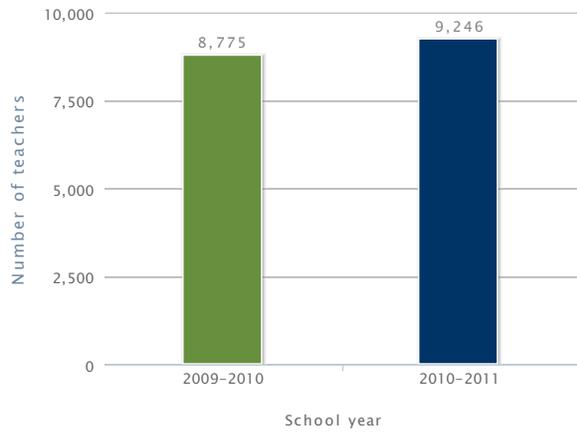
There are two alternative routes to licensure for teachers in North Carolina: direct licensure and lateral entry. For lateral entry, there are multiple programs, including IHE-based lateral entry programs, Regional Alternative Licensing Centers, licensure via Teach for America, and innovative/experimental lateral entry programs.

There are two alternative routes to licensure for principals in North Carolina: direct licensure and innovative/experimental programs, including the New Leaders for New Schools program in Charlotte-Mecklenburg Schools and the new Regional Leadership Academies.

[Close](#)

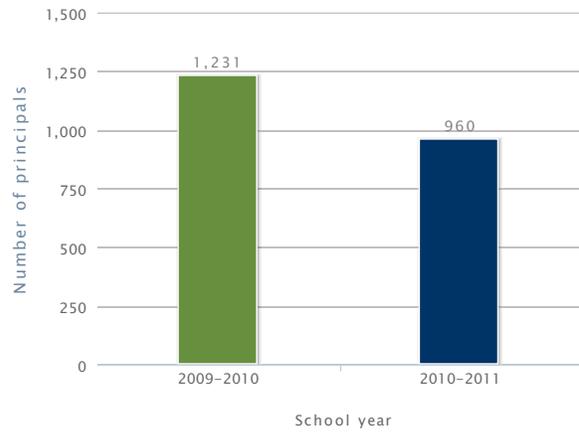
Question: Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



[View Table \(Accessible\)](#)

Principals Newly Certified Statewide



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	8,775	9,246
Principals	1,231	960
View Table Key		

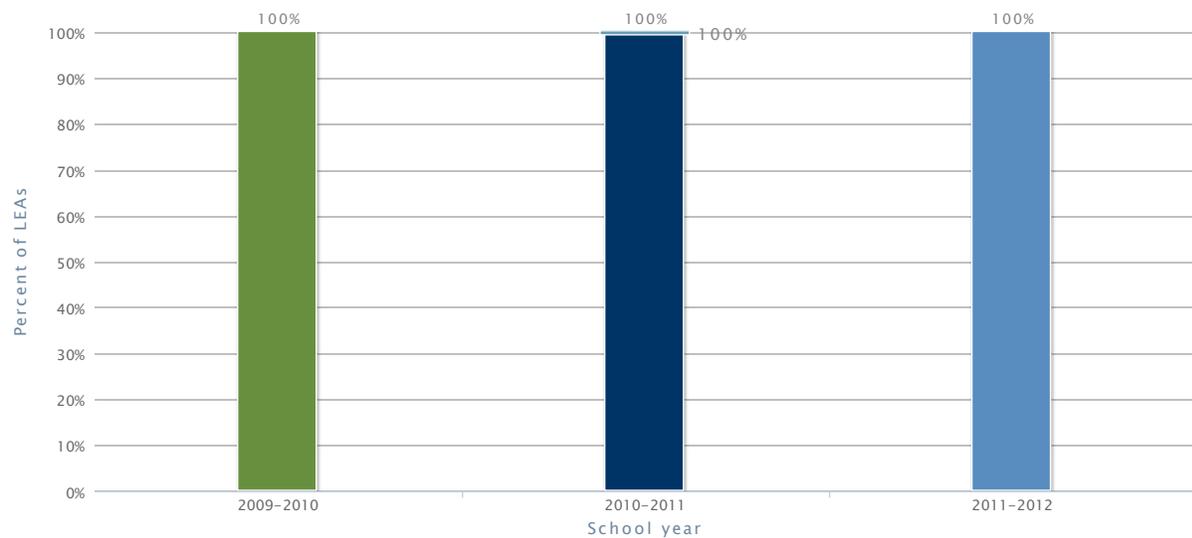
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Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.

Percentage of LEAs that Measure Student Growth



■	Baseline: 2009–2010
■	Actual: 2010–2011
■	Target from North Carolina's approved plan: 2010–2011
■	Target from North Carolina's approved plan: 2011–2012

[View Table \(Accessible\)](#)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011	Target from North Carolina's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	100%	100%	100%	100%
View Table Key				

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	N/A	N/A	N/A
• Teacher and principal compensation	N/A	N/A	N/A
• Teacher and principal promotion	N/A	N/A	N/A
• Retention of effective teachers and principals	N/A	N/A	N/A
• Granting of tenure and/or full certification (where applicable) to teachers and principals	N/A	N/A	N/A
• Removal of ineffective tenured and untenured teachers and principals	N/A	N/A	N/A
View Table Key			

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from North Carolina's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
View Table Key						

Additional information provided by the State:

In the 2011-12 school year, when North Carolina expands its educator evaluation system, as indicated in the approved

proposal, to include discrete standards that require specific documentation of a teacher's or principal's impact on student growth, the system will then meet the federal definition of "qualifying evaluation system."

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Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	N/A	N/A	N/A
Percentage of mathematics teachers who were evaluated as effective or better	N/A	N/A	N/A
Percentage of science teachers who were evaluated as effective or better	N/A	N/A	N/A
Percentage of special education teachers who were evaluated as effective or better	N/A	N/A	N/A
Percentage of teachers in language instructional programs who were evaluated as effective or better	N/A	N/A	N/A

[View Table Key](#)

Term	State's Definition
Mathematics teachers	Any teacher who taught at least one math course in grades 6-12.
Science teachers	Any teacher who taught at least one science course in grades 6-12.
Special education teachers	Any teacher who taught at least one special education course or a course with a student population of 80 percent or more of students with an individual education plan in grades K-12.

Teachers in language instruction educational programs

Any teacher who taught at least one English as a Second Language course in grades K-12.

[View Table Key](#)

Additional information provided by the State:

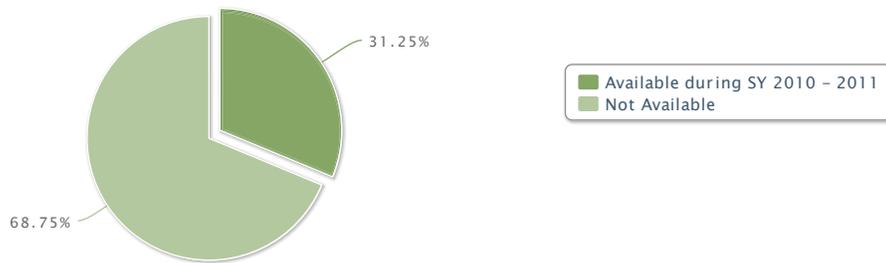
In the 2011-12 school year, when North Carolina expands its educator evaluation system, as indicated in the approved proposal, to include discrete standards that require specific documentation of a teacher's or principal's impact on student growth, the system will then meet the federal definition of "qualifying evaluation system."

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Improving the effectiveness of teacher and principal preparation programs

State-reported information

Percentage of Teacher Preparation Programs for which the Public can Access Data on Achievement and Growth of the Graduates' Students



[View Table \(Accessible\)](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	15	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	48	48	N/A
Total number of principal preparation programs in the State	17	19	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	31.25	31.25	31.25
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	73,701	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	21,285	N/A

Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
View Table Key			

Additional information provided by the State:

Since the Race to the Top application was submitted, North Carolina has added 2 principal preparation programs, bringing the total from 17 to 19.

73,701 is the number of individuals employed in North Carolina public schools in 2009-2010 with degrees from at least one of the 15 university teacher preparation programs in the University of North Carolina system, according to the "2009-2010 IHE Performance Report, NC Department of Public Instruction" found at <http://www.ncpublicschools.org/docs/ihe/reports/2009-10/full/performance.pdf>

21,285 is the number of teachers from the 15 university teacher preparation programs in the University of North Carolina system that are included in the UNC-Chapel Hill study "The Impact of Teacher Preparation on Student Learning in North Carolina Public Schools, January 2010" found at http://publicpolicy.unc.edu/files/Teacher_Prep_Program_Impact_Final_Report_nc.pdf

A new UNC-Chapel Hill study "UNC Teacher Preparation Effectiveness Report, July 2011" is available at

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Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

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Table Key

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North Carolina

Standard Version

Accessible Version

Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

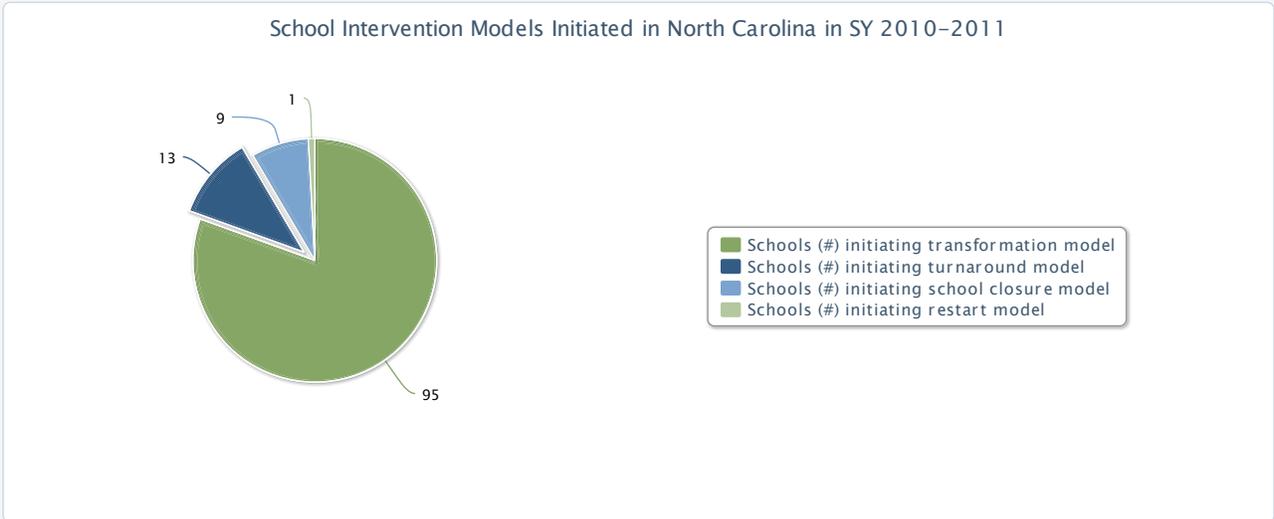
Changes to North Carolina's legal, statutory, or regulatory authority to intervene in North Carolina's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	0	118	118

[View Table Key](#)

Question: For each school for which one of the four school intervention models was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Alamance-Burlington Middle Col	02972	Alamance-Burlington Schools	3700030	Transformation model
Eastlawn Elementary	00197	Alamance-Burlington Schools	3700030	Transformation model
Haw River Elementary	00011	Alamance-Burlington Schools	3700030	Transformation model
Anson High School	02054	Anson County Schools	3700180	Transformation model
Anson Middle	02056	Anson County Schools	3700180	Transformation model
Morven Elementary	00046	Anson County Schools	3700180	Transformation model
Wadesboro Elementary	00050	Anson County Schools	3700180	Transformation model
Charles W McCrary Elementary	00065	Asheboro City Schools	3700240	Transformation model
Whitnel Elementary	00243	Caldwell County Schools	3700580	Transformation model
Billingsville Elementary	01201	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Druid Hills Elementary	01213	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Hawthorne High	02228	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Martin Luther King Jr Middle	02784	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Bruns Avenue Elementary	01253	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Pawtucket Elementary	01258	Charlotte-Mecklenburg Schools	3702970	School closure model
Reid Park Elementary	01212	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Sedgefield Elementary	01268	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Bishop Spagh Community Middle	01275	Charlotte-Mecklenburg Schools	3702970	School closure model
Thomasboro Elementary	01280	Charlotte-Mecklenburg Schools	3702970	Tumaround model
Walter G Byers Elementary	02660	Charlotte-Mecklenburg Schools	3702970	Tumaround model
J T Williams Middle	01288	Charlotte-Mecklenburg Schools	3702970	School closure model
West Charlotte High	01285	Charlotte-Mecklenburg Schools	3702970	Transformation model
West Mecklenburg High	01286	Charlotte-Mecklenburg Schools	3702970	Transformation model
E E Waddell High	02592	Charlotte=Mecklenburg Schools	3702970	Transformation model
Boys and Girls Home	00359	Columbus County Schools	3700960	Transformation model
Warsaw Elementary	00506	Duplin County Schools	3701200	Transformation model
Eastway Elementary	01850	Durham Public Schools	3701260	Transformation model
Chewning Middle	00531	Durham Public Schools	3701260	Transformation model
Glenn Elementary	00534	Durham Public Schools	3701260	Transformation model
Hillside High	00385	Durham Public Schools	3701260	Transformation model
Fayetteville Street Elementary	00480	Durham Public Schools	3701260	Transformation model
Lowe's Grove Middle	00540	Durham Public Schools	3701260	Transformation model
Neal Middle	00544	Durham Public Schools	3701260	Transformation model
Southern High	00550	Durham Public Schools	3701260	Transformation model
Spring Valley Elementary	03115	Durham Public Schools	3701260	Transformation model
W G Pearson Elementary	00572	Durham Public Schools	3701260	Transformation model
Y E Smith Elementary	00573	Durham Public Schools	3701260	Transformation model

Coker-Wimberly Elementary	00553	Edgecombe County Public Schools	3701320	Transformation model
W A Pattillo A+ Elementary Sch	01768	Edgecombe County Public Schools	3701320	Transformation model
Princeville Montessori	01769	Edgecombe County Public Schools	3701320	Transformation model
Pleasant Ridge Elementary	00705	Gaston County Schools	3701620	Transformation model
Woodhill Elementary	00717	Gaston County Schools	3701620	Transformation model
Greene Central High	00750	Greene County Schools	3701830	Transformation model
Greene County Middle	02294	Greene County Schools	3701830	Transformation model
Ben L Smith High	00798	Guilford County Schools	3701920	Transformation model
Parkview Village Elementary	00965	Guilford County Schools	3701920	Transformation model
T Wingate Andrews High	00967	Guilford County Schools	3701920	Transformation model
Dudley High	00768	Guilford County Schools	3701920	Transformation model
Fairview Elementary	00954	Guilford County Schools	3701920	Transformation model
Julius I Foust Elementary	00770	Guilford County Schools	3701920	Transformation model
Oak Hill Elementary	00963	Guilford County Schools	3701920	Turnaround model
Union Hill Elementary	00854	Guilford County Schools	3701920	Transformation model
Wiley Elementary	00803	Guilford County Schools	3701920	Transformation model
Aurelian Springs Elementary	00856	Halifax County Schools	3701950	Transformation model
Dawson Elementary	00859	Halifax County Schools	3701950	Transformation model
Enfield Middle	00861	Halifax County Schools	3701950	Transformation model
Everetts Elementary	00862	Halifax County Schools	3701950	Transformation model
Inborden Elementary	00864	Halifax County Schools	3701950	Transformation model
Northwest High	00866	Halifax County Schools	3701950	Transformation model
Pittman Elementary	00867	Halifax County Schools	3701950	Transformation model
Scotland Neck Primary	00869	Halifax County Schools	3701950	Transformation model
Southeast Halifax High	02157	Halifax County Schools	3701950	Transformation model
William R Davie Middle	00872	Halifax County Schools	3701950	Transformation model
Hertford County Middle	02207	Hertford County Schools	3702160	Transformation model
Riverview Elementary	00938	Hertford County Schools	3702160	Transformation model
Student Development Center	03107	Hertford County Schools	3702160	Transformation model
Hickory Career & Arts Magnet High School	02108	Hickory City Schools	3702190	Transformation model
Hawk Eye Elementary	00973	Hoke County Schools	3702250	Transformation model
Mattamuskeet High	02461	Hyde County Schools	3702280	School closure model
Northeast Elementary	03143	Lenoir County Public Schools	3702610	Transformation model
Rochelle Middle	00589	Lenoir County Public Schools	3702610	Transformation model
Southeast Elementary	00596	Lenoir County Public Schools	3702610	Transformation model
D S Johnson Elementary	00725	Nash-Rocky Mount Schools	3703270	Transformation model
O R Pope Elementary	00762	Nash-Rocky Mount Schools	3703270	Transformation model
Williford Elementary	01358	Nash-Rocky Mount Schools	3703270	Transformation model
A H Snipes Academy of Arts/Des	01392	New Hanover County Schools	3703330	Transformation model
P W Moore Elementary	02275	Pasquotank County Schools	3703540	Transformation model
Belvoir Elementary	01492	Pitt County Schools	3700012	Transformation model
Northwest Elementary	02604	Pitt County Schools	3700012	Transformation model
Pactolus Elementary	01503	Pitt County Schools	3700012	Transformation model
Sadie Saulter Elementary	02144	Pitt County Schools	3700012	Transformation model
Wellcome Middle	01507	Pitt County Schools	3700012	Transformation model
North Pitt High	01502	Pitt County Schools	3700012	Transformation model

Fairgrove Middle	01570	Public Schools of Robeson County	3703930	Transformation model
Lumberton Junior High	02236	Public Schools of Robeson County	3703930	Transformation model
Magnolia Elementary	01574	Public Schools of Robeson County	3703930	Transformation model
Red Springs Middle	02240	Public Schools of Robeson County	3703930	Transformation model
Southside/Ashpole Elem	01588	Public Schools of Robeson County	3703930	Transformation model
Townsend Middle	02052	Public Schools of Robeson County	3703930	Transformation model
Mineral Springs Elementary	01555	Richmond County Schools	3703870	Transformation model
Draper Elementary	01068	Rockingham County Schools	3703990	Transformation model
Lawsonville Ave Elem	01539	Rockingham County Schools	3703990	Transformation model
Knox Middle	02252	Rowan-Salisbury Schools	3704050	Transformation model
North Rowan High	01625	Rowan-Salisbury Schools	3704050	Transformation model
SHS-Visual & Performing Arts	02909	Scotland County Schools	3704200	Transformation model
Thomasville Primary	00792	Thomasville City Schools	3704500	Transformation model
Columbia High	01788	Tyrrell County Schools	3704590	Transformation model
Rock Rest Elementary	02862	Union County Public Schools	3704620	Transformation model
L B Yancey Elementary	01824	Vance County Schools	3704650	Transformation model
Pines Elementary	02190	Washington County Schools	3704800	Transformation model
Washington County Union	01933	Washington County Schools	3704800	Transformation model
Dillard Middle	00398	Wayne County Public Schools	3704880	Transformation model
Goldsboro High	00502	Wayne County Public Schools	3704880	Transformation model
Weldon Middle	02116	Weldon City Schools	3704890	Transformation model
Weldon STEM High School	02994	Weldon City Schools	3704890	Restart model
Margaret Heame Elementary	02003	Wilson County Schools	3705020	Transformation model
Vick Elementary	02564	Wilson County Schools	3705020	Transformation model
Beddingfield High	01994	Wilson County Schools	3705020	Transformation model
Carver High	00592	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Cook Elementary	02448	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Easton Elementary	00601	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Forest Park Elementary	00603	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Hill Middle	00609	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Petree Elementary	02451	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Philo Middle	00633	Winston-Salem/Forsyth County Schools	3701500	Transformation model
Sch of Biotechnology Atkins Hi	02767	Winston-Salem/Forsyth County Schools	3701500	School closure model
Sch Pre-Engineering Atkins Hig	02768	Winston-Salem/Forsyth County Schools	3701500	School closure model
Sch Computer Technology Atkins	02766	Winston-Salem/Forsyth County Schools	3701500	Transformation model

[View Table Key](#)

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Changes to North Carolina's legal, statutory, or regulatory authority to intervene in North Carolina's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

State-reported response: No changes.

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Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

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Table Key

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Education Funding and Charter Schools

Making education funding a priority

Ensuring successful conditions for high-performing charter schools and other innovative schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

State-reported response: No changes.

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Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that [student achievement](#) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to [high-need students](#) and have closed or not renewed ineffective charter schools.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate innovative, autonomous public schools other than charter schools.

State-reported response: No changes.

Additional information provided by the State:

North Carolina Session Law 2011-164, effective July 1, 2011, removes the cap on the number of charter schools in North Carolina and raises the enrollment growth cap for charter schools to 20 percent without prior approval during the charter school's second year of operation and annually thereafter.

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State-reported APR: Year One

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
STEM Anchor Schools established through the NC New Schools Project	0	2	1	1	0
STEM Affinity Network Schools established through the NC New Schools Project	0	5	10	1	0
View Table Key					

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STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

North Carolina will develop an additional performance measure for STEM for future APR reporting.

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Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to

address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

State-reported response: No response provided.

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Progress Updates on Invitational Priorities

- Innovations for improving early learning outcomes (Optional)
- Expansion and adaption of statewide longitudinal data systems (Optional)
- P-20 coordination, vertical and horizontal alignment (Optional)
- School-level conditions for reform, innovation, and learning (Optional)
- Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: N/A

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Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: N/A

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P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State’s progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: N/A

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School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in [increased learning time](#) (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to [high-need students](#) (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: N/A

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Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from North Carolina's approved plan: SY 2010-2011
Percent of students taking SAT	(A)(1)(iii)	64	67	66
Percent of AP exams taken on which students scored 3 or above	(A)(1)(iii)	57.6	59.1	60
Percent of freshmen enrolled in at least one remedial course at NC Community College System	(A)(1)(iii)	67	N/A	60
Percent of freshmen enrolled in at least one remedial course at University of North Carolina	(A)(1)(iii)	9	N/A	8
Percent of students taking AP exams	(A)(1)(iii)	10.4	10.4	11
Average SAT Composite in Reading & Math	(A)(1)(iii)	1,004	1,001	1,005
View Table Key				

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Table Key

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Progress Updates on Invitational Priorities

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State-reported APR: Year One

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Year One Budget

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Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	1,633,715.25
2. Fringe Benefits	364,283.91
3. Travel	73,778.98
4. Equipment	105,300.42
5. Supplies	41,411.32
6. Contractual	1,799,332.99
7. Training Stipends	0.00
8. Other	1,081.54
9. Total Direct Costs (lines 1-8)	4,018,904.41
10. Indirect Costs	300,853.33
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	4,319,757.74
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	13,270,854.83
15. Total Expenditure (lines 13-14)	17,590,612.57
View Table Key	

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Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: No response provided.

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Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
RttT Management	(A)(2)
Technology Infrastructure	(A)(2)
Evaluation of RttT Initiatives	(A)(2)
Instructional Improvement System	(C)(3)
Teacher and Principal Evaluation Tool	(D)(2)
Performance Incentives for Lowest Achieving Schools & Teacher and Principal Effectiveness	(D)(2)
Effective Teachers Via Virtual and Blended Courses	(D)(3)
Regional Leadership Academies	(D)(3)
North Carolina Teacher Corps	(D)(3)
Induction Support Program for New Teachers in High Need Schools	(D)(3)
Strategic Staffing Initiatives	(D)(3)
Teach for America Expansion	(D)(3)
Professional Development	(D)(5)
Turning Around the Lowest-Achieving Schools	(E)(2)
STEM Anchor Schools and Network	(E)(2)

[View Table Key](#)

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: RttT Management Associated With Criteria: (A)(2)	
Expenditure Categories	Project Year 1
1. Personnel	419,335.25
2. Fringe Benefits	87,443.52
3. Travel	2,264.75
4. Equipment	7,722.36
5. Supplies	833.77
6. Contractual	0.00

Project Name: Technology Infrastructure Associated With Criteria: (A)(2)	
Expenditure Categories	Project Year 1
1. Personnel	20,880.00
2. Fringe Benefits	4,629.77
3. Travel	1,413.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	138,395.78

7. Training Stipends	0.00
8. Other	1,014.00
9. Total Direct Costs (lines 1-8)	518,613.65
10. Indirect Costs	54,107.74
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	572,721.39
View Table Key	

7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	165,318.55
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	165,318.55
View Table Key	

Additional information provided by the State for project: RttT Management

Year 1 expenditures were lower than budgeted due to time required to hire qualified personnel and the subsequent delays in expenditures associated with those positions. See Amendment 8 (October 7, 2011).

Additional information provided by the State for project: Technology Infrastructure

Year 1 expenditures were lower than budgeted because planning timelines shifted due to increased planning needs, causing a shift of funding requirements into Year 2. North Carolina anticipates requesting an amendment to the budget to reflect the changes.

\$35 million is pooled for the NC Education Technology Cloud.

[Close](#)

Project Name: Evaluation of RttT Initiatives Associated With Criteria: (A)(2)	
Expenditure Categories	Project Year 1
1. Personnel	26,249.99
2. Fringe Benefits	5,995.60
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	32,245.59
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	32,245.59
View Table Key	

Project Name: Instructional Improvement System Associated With Criteria: (C)(3)	
Expenditure Categories	Project Year 1
1. Personnel	14,864.75
2. Fringe Benefits	3,928.79
3. Travel	0.00
4. Equipment	1,578.38
5. Supplies	0.00
6. Contractual	25,000.00
7. Training Stipends	0.00
8. Other	67.54
9. Total Direct Costs (lines 1-8)	45,439.46
10. Indirect Costs	6,579.16
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	52,018.62
View Table Key	

Additional information provided by the State for project: Evaluation of RttT Initiatives

Year 1 expenditures were lower than budgeted because certain evaluation activities could not begin until preliminary work on initiatives was complete, causing a shift of funding requirements into Year 2. North Carolina anticipates requesting an amendment to the budget to reflect the change.

Additional information provided by the State for project: Instructional Improvement System

Year 1 expenditures were lower than budgeted because a vendor contract came in significantly lower. North Carolina

anticipates requesting an amendment to the budget to redeploy these funds to meet other funding requirements of the project. Also see Amendment 8 (October 7, 2011).

Project Name: Teacher and Principal Evaluation Tool Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	792,018.78
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	792,018.78
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	792,018.78
View Table Key	

Project Name: Performance Incentives for Lowest Achieving Schools & Teacher and Principal Effectiveness Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	1,163.56
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	1,163.56
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,163.56
View Table Key	

Additional information provided by the State for project: Teacher and Principal Evaluation Tool

Year 1 expenditures were lower than budgeted because a change in vendor was required for one project. The time involved in the new RFP process for a new vendor caused a shift of contractual funding requirements into Year 2. North Carolina anticipates requesting an amendment to the budget to reflect this shift .

Additional information provided by the State for project: Performance Incentives for Lowest Achieving Schools & Teacher and Principal Effectiveness

Year 1 expenditures were lower than budgeted because performance incentives could not be paid until approval of the 2010-2011 accountability results by the State Board of Education, causing a shift of this funding requirement into Year 2. North Carolina anticipates requesting an amendment to the budget to reflect this shift.

Project Name: Effective Teachers Via Virtual and Blended Courses Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00

Project Name: Regional Leadership Academies Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	44,464.21
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	44,464.21

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	44,464.21
View Table Key	

Additional information provided by the State for project: Effective Teachers Via Virtual and Blended Courses

Year 1 expenditures were lower than budgeted because the timeline and specifics of the implementation plan were adjusted, as explained in Amendment 6 (August 9, 2011).

Additional information provided by the State for project: Regional Leadership Academies

Year 1 expenditures were lower than budgeted due to delays in invoicing by partners.

Project Name: North Carolina Teacher Corps Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: Induction Support Program for New Teachers in High Need Schools Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Additional information provided by the State for project: North Carolina Teacher Corps

Year 1 expenditures were lower than budgeted because the timeline for implementation shifted, as explained in Amendment 3 (April 26, 2011).

Additional information provided by the State for project: Induction Support Program for New Teachers in High Need Schools

Year 1 expenditures were lower than budgeted due to delays in invoicing by partners.

Project Name: Strategic Staffing Initiatives Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1

Project Name: Teach for America Expansion Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1

1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Additional information provided by the State for project: Strategic Staffing Initiatives

Year 1 expenditures were lower than budgeted due to delays in securing an acceptable vendor, thus shifting the funding requirements into Year 2. North Carolina anticipates requesting an amendment to the budget to reflect this shift.

Additional information provided by the State for project: Teach for America Expansion

Year 1 expenditures were lower than budgeted due to delays in invoicing by partners.

Project Name: Professional Development Associated With Criteria: (D)(5)	
Expenditure Categories	Project Year 1
1. Personnel	464,993.58
2. Fringe Benefits	109,416.85
3. Travel	26,821.76
4. Equipment	30,108.30
5. Supplies	30,614.50
6. Contractual	600,350.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	1,262,304.99
10. Indirect Costs	98,527.01
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,360,832.00
View Table Key	

Project Name: Turning Around the Lowest-Achieving Schools Associated With Criteria: (E)(2)	
Expenditure Categories	Project Year 1
1. Personnel	708,271.68
2. Fringe Benefits	157,499.15
3. Travel	43,528.91
4. Equipment	65,891.38
5. Supplies	9,963.05
6. Contractual	337,500.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	1,322,654.17
10. Indirect Costs	141,639.42
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,464,293.59
View Table Key	

Additional information provided by the State for project: Professional Development

Year 1 expenditures were lower than budgeted due to time required to hire qualified personnel and the subsequent delays in expenditures associated with those positions. Also see Amendment 7 (September 12, 2011) and Amendment 8 (October 7, 2011).

Additional information provided by the State for project: Turning Around the Lowest-Achieving Schools

Year 1 expenditures were lower than budgeted due to time required to hire qualified personnel and the subsequent delays in expenditures associated with those positions

Project Name: STEM Anchor Schools and Network Associated With Criteria: (E)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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