

NOTE:

*NC went up 17 points on recent NAEP math scores for 8th graders to 268 but it is still below the national average of 271. On reading, NAEP 1994 score was 214, up two points but still ^{only} 2 points above the national average of 212.

* DOD schools: on math the national average for 8th graders is 271 and DOD schools overseas scored 275, DOD schools here in the states scored 269. On the 1994 NAEP test on reading the national average for 4th graders was 212 and DOD schools overseas scored above the national average at 218.

8th Grade

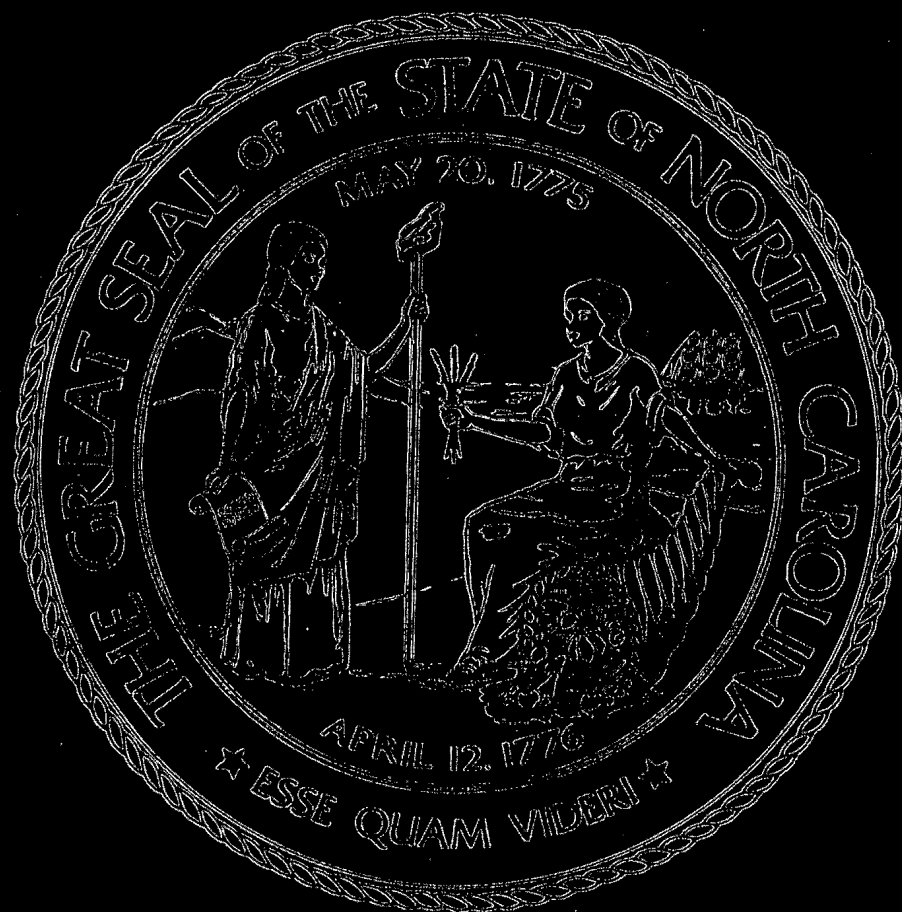
Math -	N.C. -	268
(8th)	Nat'l Ave. -	271

DOD Schools - ~~271~~ Overseas - 275
In States - 269

Reading
(4th)

NC -	214
Nat'l -	212

DOD - ~~215~~ Overseas - 218
~~In States~~



**A PRELIMINARY ANALYSIS OF THE 1996 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS (NAEP)**

The Class of 2000

A Special Report

Presented to

Governor James B. Hunt, Jr.

Prepared by

**The Center for Research in Education
Research Triangle Institute
Research Triangle Park, North Carolina**

March 10, 1997

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March 10, 1997

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Background

1. No other state has ever experienced the substantial, sustained gains demonstrated by North Carolina's schools since 1990. Today, North Carolina's public schools are performing as well as other schools in the country and at a higher level than all other southern states.
2. North Carolina's education reform initiatives of the 1980's have begun to pay off in terms of dramatically increased student performance in mathematics. For example, North Carolina
 - redesigned its mathematics curriculum standards around the national mathematics curriculum endorsed by the National Council of the Teachers of Mathematics with higher order skills for all students.
 - emphasized mathematics performance for all students and was one of the first states to require Algebra 1 for high school graduation.
 - strengthened teacher preparation and increased standards for teachers, including incentives for teachers to participate in National Board Certification.
 - monitored implementation of its new curriculum with end-of-grade and end-of-course tests aligned with the new curriculum and similar to NAEP's higher order skills, more challenging items, and reporting based on grade level proficiencies.
 - provided local flexibility with more accountability for local schools and school districts.
3. It took more than a decade of planning, design, and implementation of the state's school reform efforts for the state to begin to see the benefits.

North Carolina's early implementation of significant reform efforts (many initiated before the 1983 *Nation at Risk* Report) positioned the state for early dramatic improvements in student achievement compared to other states with more resources, higher teacher salaries, and fewer challenges based on student demographics.

Findings

- 1. The National Assessment of Educational Progress (NAEP) is the only appropriate measure for comparing North Carolina's academic performance to the nation and other states.**
 - NAEP is administered to a representative sample of all students in the nation and in individual states.¹
 - North Carolina's End-of-Grade Test, administered annually to all students, is linked with NAEP (8th Grade Mathematics).
- 2. North Carolina has moved from its historic position at the bottom of all states in student academic performance to at or near the national average and above all southern states including Virginia, Georgia, and Florida.**
 - North Carolina's 17-point gain in 8th grade mathematics for the six years reported by NAEP is twice the national average gain (8 points) and approximately 50 percent higher than the gain by any other state in the nation; the state's average performance was just short of the national average.
 - The state's 11-point gain in 4th grade mathematics from 1992 to 1996 is almost three times that of the national average gain (4 points) and places the state above the national average for 4th grade.
- 3. North Carolina students have improved the equivalent of one additional grade level during this decade. In other words, during the six years from 1990 to 1996, North Carolina students achieved the equivalent of seven years of growth.**
 - The estimated level of improvement for North Carolina's 8th grade mathematics score ranges from 0.75 grade level equivalent to 1.50 grade equivalent. In other words, 8th grade students in 1996 were a full year ahead of 8th grade students in 1990.
 - The estimated level of improvement for 4th grade mathematics ranges from 0.75 to 1.00 grade level equivalent.

¹ By comparison, the Scholastic Assessment Test (SAT) is administered only to college-bound students (primarily the state's A and B students).

- 4. North Carolina's 4th and 8th grade black students scored 5 points above black students nationally. North Carolina's black students are closing the gap with white students in the state and nation.**
 - 5. North Carolina's improvements in performance were uniformly distributed by race, gender, education levels of parents, and family income levels, except for black students (as noted above) who scored relatively better than their national counterparts and for 8th grade females who scored 5 points below 8th grade girls nationally.**
- 

Summary

North Carolina educators and teachers in particular are to be congratulated, commended, and, indeed, should be rewarded for the unprecedented rise in student academic performance during the decade.

- The focus on reading, writing, and mathematics; high academic standards for all students; increased rigor in all academic areas; and accountability for improved student performance must be maintained to sustain the substantial gains made by our schools.
- The state's high schools must be strengthened in order to challenge the higher achieving freshmen.
- Teachers are required to teach more students more content and skills at higher levels to meet the needs of higher performing students. Additional professional development, classroom resources, and instructional support are essential to sustain the changes in schools.
- Low performing schools in North Carolina must be provided specific guidance and support needed to achieve higher levels of academic performance for all students.
- Momentum is building across the country to implement school reforms that will provide productivity gains equal to North Carolina's. North Carolina is an ideal model among states for systematic, comprehensive school improvement programs.
- Businesses and industries looking for a progressive state with a progressive education system need to know about the state's new status among all states. A public awareness campaign must be implemented within the state, nationally, and internationally for *telling the good news* of North Carolina's public schools today. Old perceptions must be replaced with the new reality.
- The Class of 2000 will be the best educated, highest performing graduates ever in the history of our state. The social and economic impact of the Class of 2000 must be studied for determining capacity to meet the needs of these higher achieving students and the long term effects on our institutions of higher education, employment training, and job availability.
- Will the state be ready for the Class of 2000? Will these individuals have to go elsewhere for challenging post secondary education and job training and to find jobs commensurate with their advanced knowledge and skills?

Exhibits

National Comparison Grade 8 Mathematics

1992 National Standard		1996 State Scores*
	285	Iowa, North Dakota, Minnesota, Maine Wisconsin, Nebraska, Montana
	284	
	283	
	282	
	281	Connecticut
	280	
	279	
	278	Massachusetts, Alaska, New Hampshire*
	277	
	276	Colorado, Indiana, Oregon, Washington Wyoming, Idaho*
	275	
	274	Missouri
	273	
	272	
	271	NATION
	270	
	269	
	268	
	267	
North Carolina, 1996	266	NATION (1992)
North Carolina, 1994**	265	
	264	
	263	
	262	
	261	
	260	Alabama
	259	
	258	
	257	
	256	
	255	Louisiana
	254	
	253	
	252	
	251	
North Carolina, 1990	250	Mississippi
	249	
	248	
	247	
	246	
	245	
		(233) District of Columbia

RTI Vector Scale is based on State Averages, 1992 Standard. *If no 1996 score, data from 1992 are shown.

** Special NAEP Study in NC

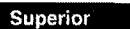
Scale: Very Low Low Fair Adequate Good Excellent Superior

National Comparison Grade 8 Mathematics

	1992 National Standard	1996 State Scores*
	285	
	284	Iowa, North Dakota, Minnesota, Maine
	283	Wisconsin, Nebraska, Montana
	282	
	281	
	280	Connecticut
	279	
	278	Massachusetts, Alaska, New Hampshire*
	277	Utah, Michigan
	276	Colorado, Indiana, Oregon, Washington
	275	Wyoming, Idaho*
	274	
	273	Missouri
	272	New Jersey
	271	NATION (1996)
	270	
	269	
North Carolina, 1996	268	
	267	NATION (1992)
North Carolina, 1994**	266	
	265	
	264	
	263	
	262	
	261	NATION ('90)
	260	
North Carolina, 1992	259	
	258	
	257	Alabama
	256	
	255	
	254	
	253	
	252	Louisiana
	251	
North Carolina, 1990	250	Mississippi
	249	
	248	
	247	
	246	
	245	(233) District of Columbia

RTI Vector Scale is based on State Averages, 1992 Standard. *If no 1996 score, data from 1992 are shown.

** Special NAEP Study in NC

Scale: Very Low  Fair  Adequate  Good  Excellent  Superior 

National Comparison Grades 4, 8, and 12 Mathematics

NAEP Scale		
	310.0	
	307.5	
	305.0	
NATION, Grade 12, 1996	302.5	
	300.0	
	297.5	
NATION, Grade 12, 1992	295.0	
NATION, Grade 12, 1990	292.5	
	290.0	
	287.5	
	285.0	
	282.5	
	280.0	
	277.5	
	275.0	
	272.5	
NATION, Grade 8, 1996	270.0	
	267.5	North Carolina, Grade 8, 1996
NATION, Grade 8, 1992	265.0	North Carolina, Grade 8, 1994*
	262.5	
NATION, Grade 8, 1990	260.0	
	257.5	North Carolina, Grade 8, 1992
	255.0	
	252.5	
	250.0	North Carolina, Grade 8, 1990
	247.5	
	245.0	
	242.5	
	240.0	
	237.5	
	235.0	
	232.5	
	230.0	
	227.5	
	225.0	
	222.5	North Carolina, Grade 4, 1996
NATION, Grade 4, 1996	220.0	
NATION, Grade 4, 1992	217.5	
	215.0	
	212.5	North Carolina, Grade 4, 1992
NATION, Grade 4, 1990	210.0	
	207.5	
	205.0	
	202.5	
	200.0	

RTI Vector

*Special NAEP Study in NC

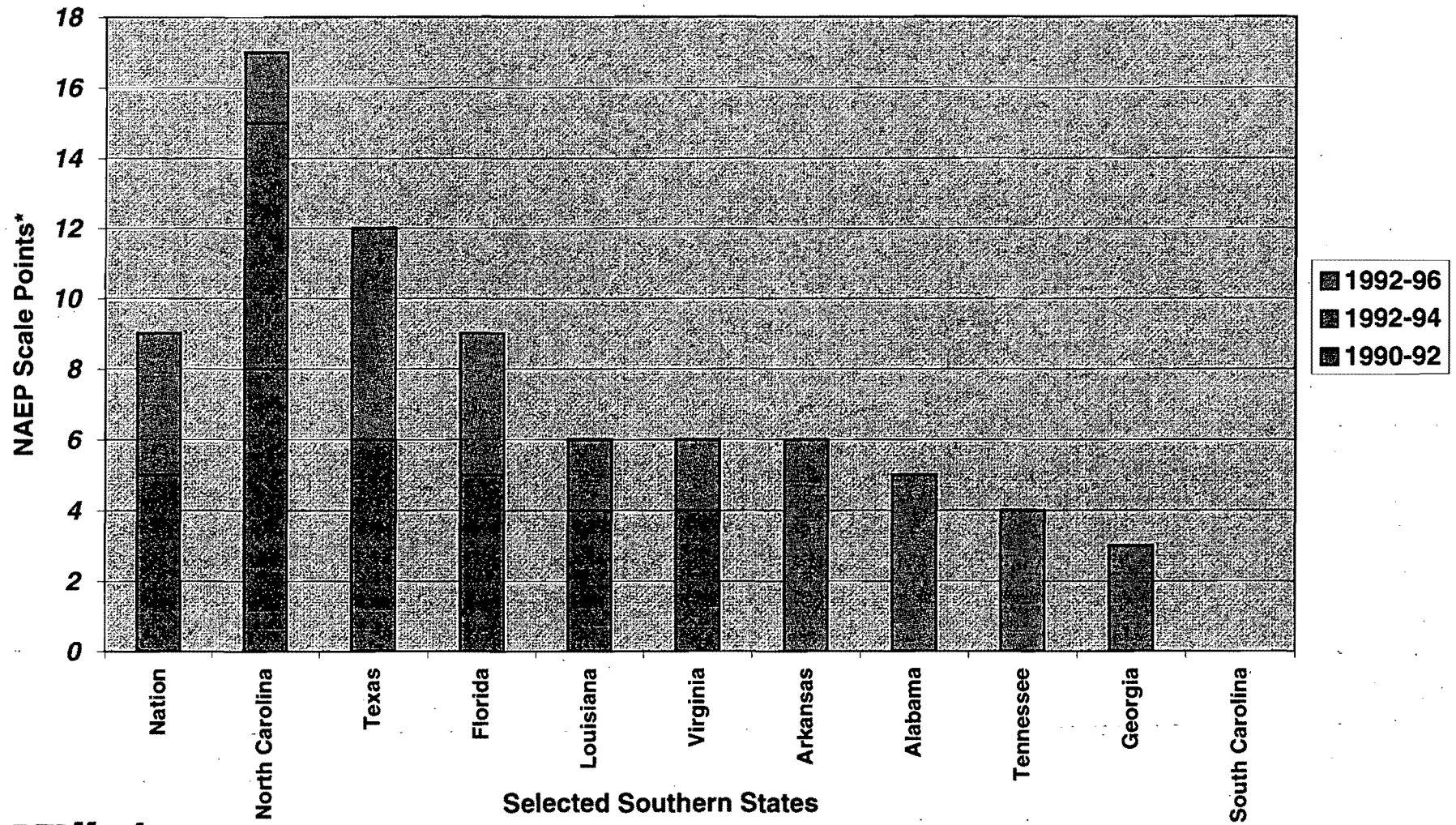
National Comparison Mathematics

NAEP
Scale

1996 State Scores

	310.0	
	307.5	
	305.0	
NATION Grade 12, 1996	302.5	
	300.0	
	297.5	
NATION Grade 12, 1992	295.0	
NATION Grade 12, 1990	292.5	
	290.0	
	287.5	
	285.0	
	282.5	Iowa, North Dakota, Minnesota, Maine, Wisconsin, Nebraska, Montana
	280.0	Connecticut
	277.5	Massachusetts, Alaska
	275.0	Utah, Michigan, Colorado, Indiana, Oregon, Washington, Wyoming
	272.5	Missouri
NATION Grade 8, 1996	270.0	Virginia, New York, Maryland, Texas
	267.5	Rhode Island, Arizona, NORTH CAROLINA
NATION Grade 8, 1992	265.0	Delaware, Kentucky, West Virginia
	262.5	Florida, California, Tennessee
NATION Grade 8, 1990	260.0	New Mexico, Georgia, Hawaii, Arkansas, South Carolina
	257.5	
	255.0	Alabama
	252.5	
	250.0	Louisiana, Mississippi
	247.5	
	245.0	
	242.5	
	240.0	
	237.5	
	235.0	
	232.5	District of Columbia
	230.0	Michigan, Utah, Connecticut, Wisconsin, North Dakota
	227.5	Massachusetts, Idaho, New York, New Jersey, New Mexico
	225.0	Utah, New York, Pennsylvania, Missouri, Colorado, Washington, Vermont, New Hampshire
	222.5	NORTH CAROLINA , New York, New Jersey, New Mexico, Virginia, Oregon, New York
NATION Grade 4, 1996	220.0	Maryland, New York, Kentucky
NATION Grade 4, 1992	217.5	Tennessee, Florida, Arizona
	215.0	Florida, Arkansas, Hawaii, Georgia, Delaware
	212.5	New Mexico, South Carolina
NATION Grade 4, 1990	210.0	Alaska
	207.5	Louisiana, Missouri, Mississippi
	205.0	
	187.0	District of Columbia

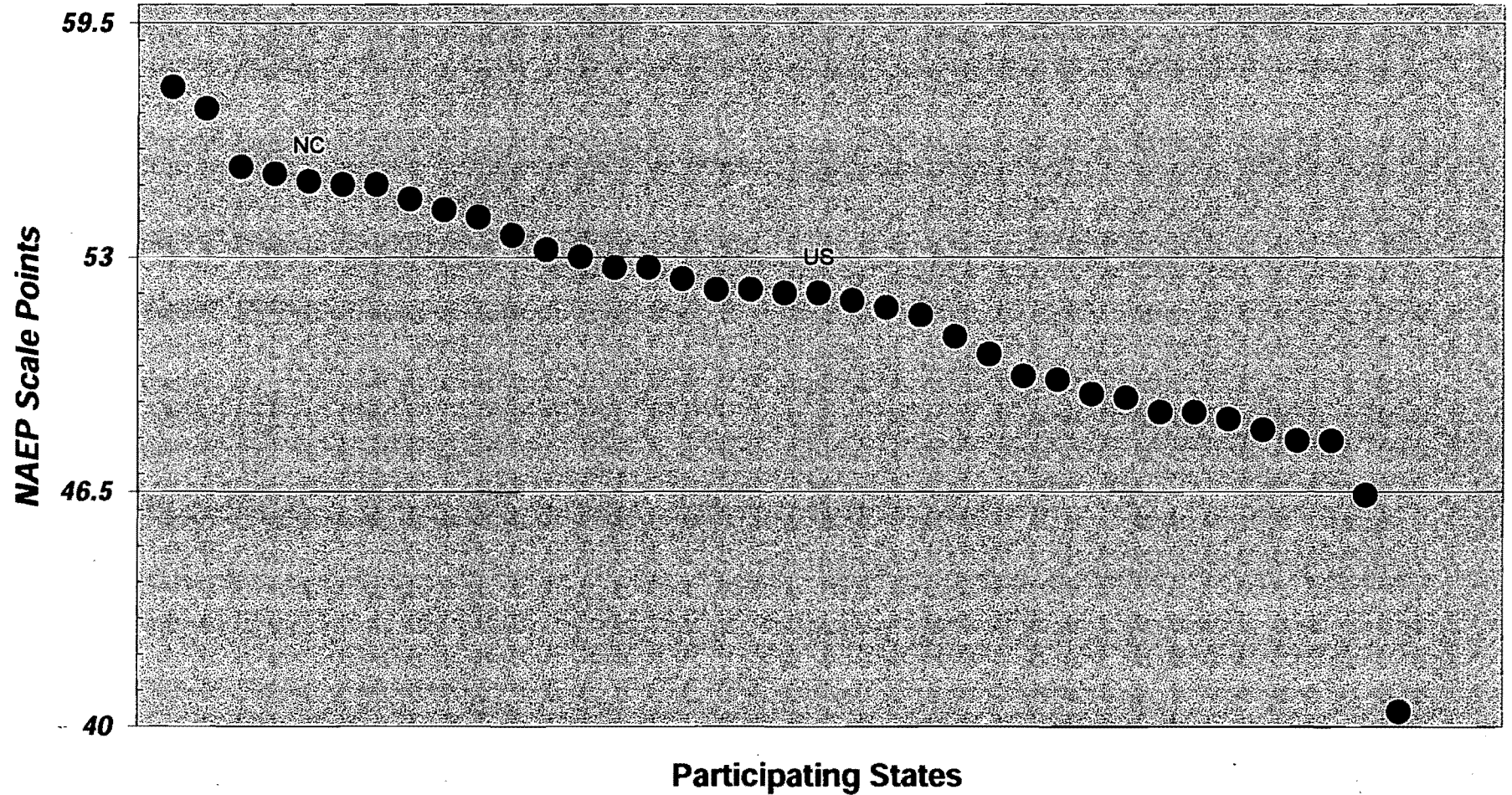
Performance Change, 1990-1996 Grade 8 Mathematics



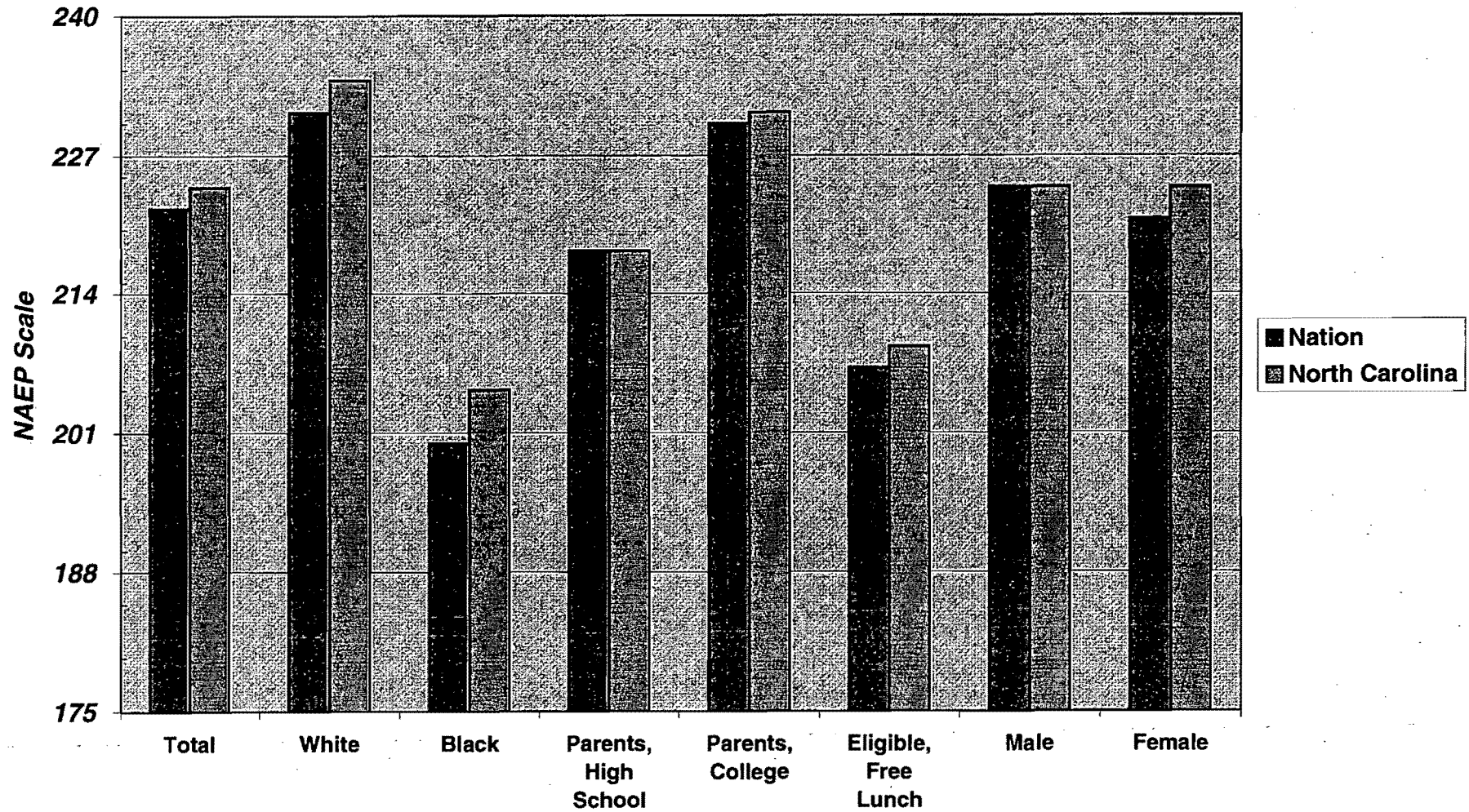
RTIVector

*Estimate 13 points equals one year

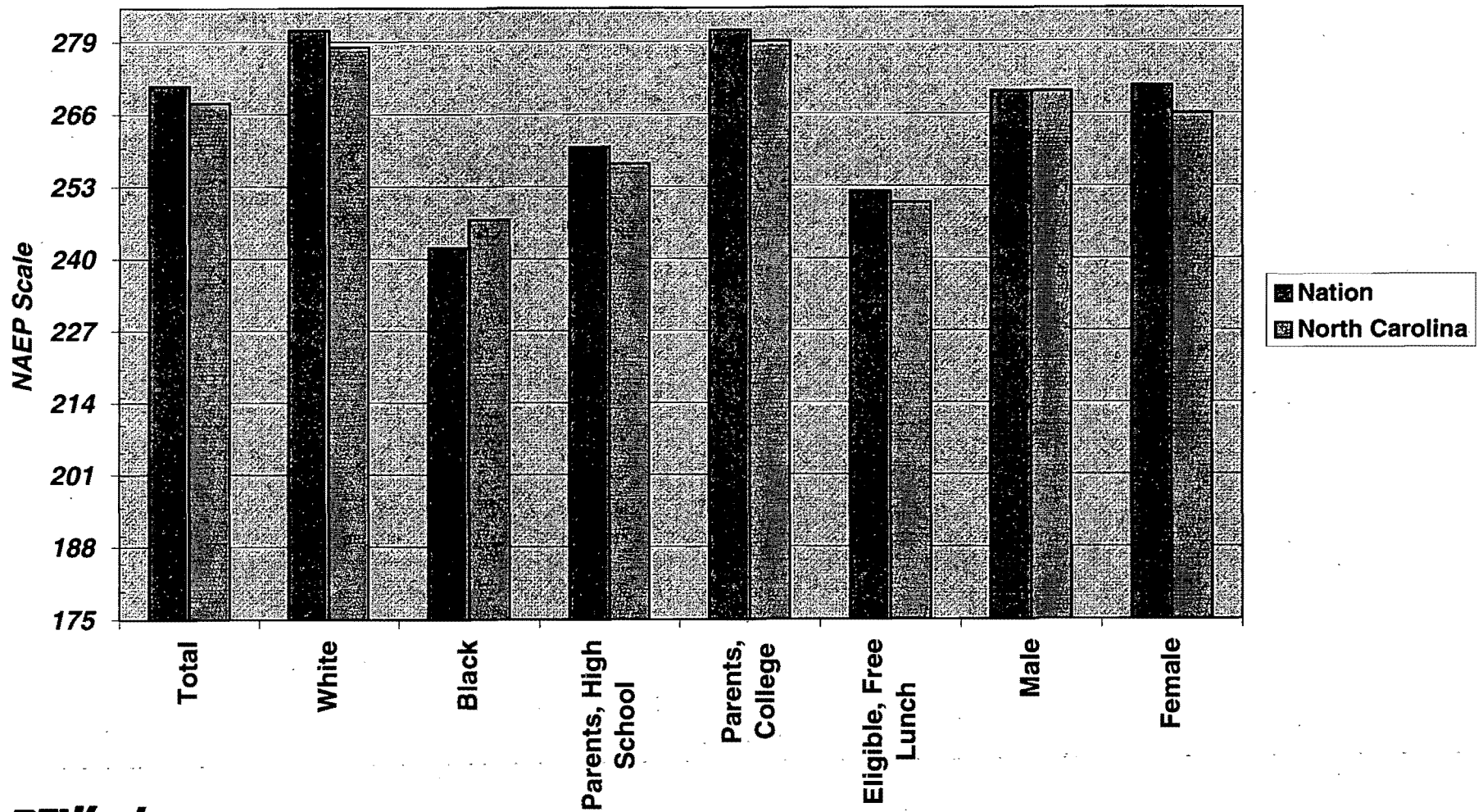
Class of 2000: Growth Grade 8 Math



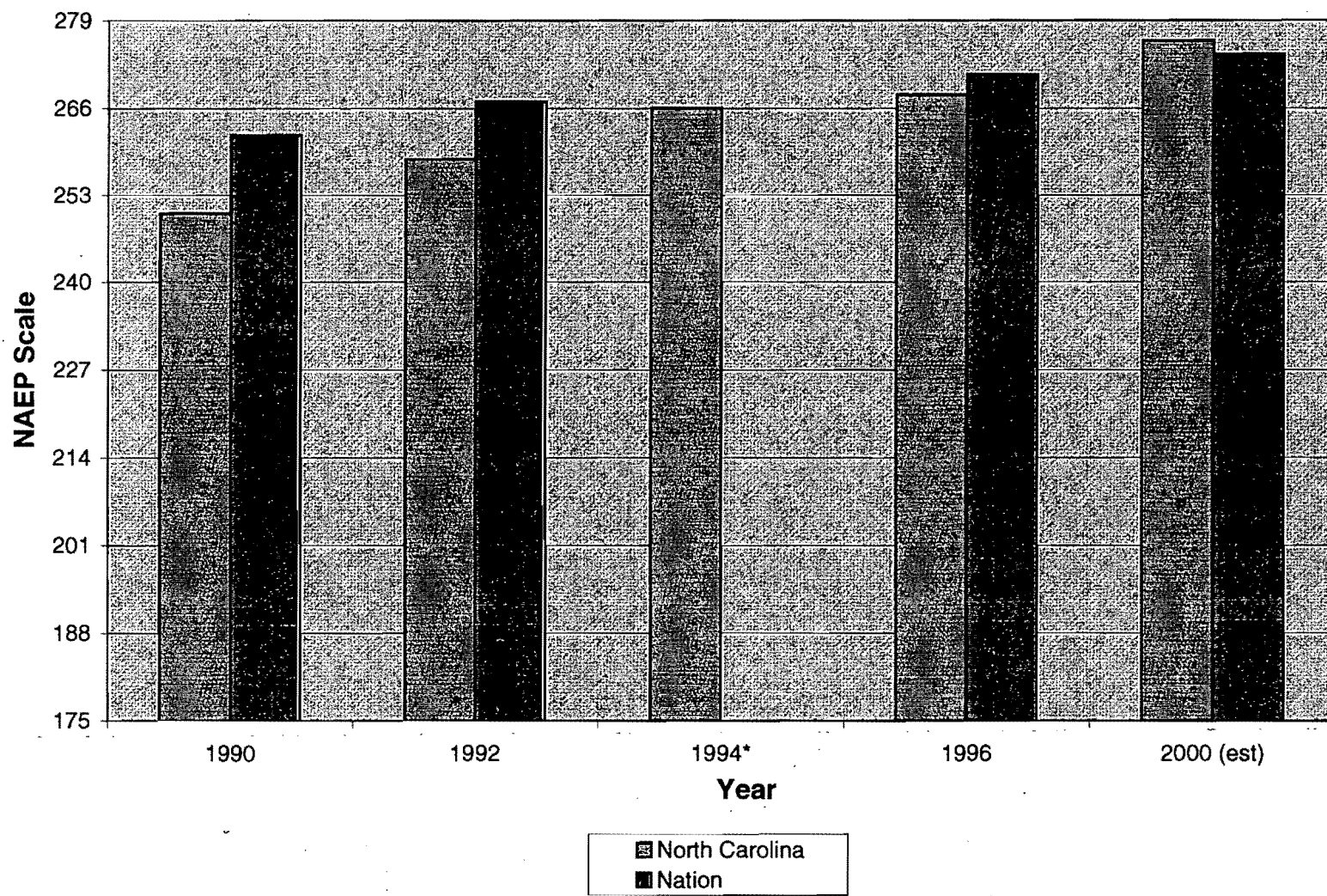
Selected Subgroup Performance, 1996 Grade 4 Mathematics



Selected Subgroup Performance, 1996 Grade 8 Mathematics



**1990-2000 (est.)
Nation and North Carolina
Grade 8 Mathematics**



*Special NAEP Study in NC

NORTH CAROLINA SCHOOL IMPROVEMENT PANEL

Lowell Thomas, Chair ■ Lynda K. McCulloch, Vice Chair

What You Should Know About North Carolina's Public Schools

When people say there is nothing good happening in public education, remind them that what's good about public schools in North Carolina may surprise them. Ask them if they know that:

- North Carolina students posted the highest average SAT scores ever in 1996, after seven straight years of improvement, a rate unequaled by any other state in the nation.
- North Carolina's rate of growth on the SAT has surpassed the national rate. North Carolina has gained 31 points on the SAT since 1987; the nation has only gained five points overall. At this rate, we should near the national average in seven years.
- The school dropout rate has been cut by 36 percent in the 1990s.
- More than 50 percent of all North Carolina high school graduates have completed course requirements for entrance into a University of North Carolina institution.
- Enrollment in advanced math and science courses has increased by 56 percent.
- The number of students passing advanced placement exams in math and science has risen 17 percent.
- North Carolina ranks 16th in the nation in elementary student reading performance, according to such indicators as the National Assessment of Educational Progress.
- The writing proficiency of North Carolina's elementary students has increased approximately 13 percent since 1992.
- Three of North Carolina's school systems ranked in the Top 100 School Districts in the nation, according to Money magazine. They are Mecklenburg, 15th; Guilford, 36th; and Wake, 82nd.
- Involvement by parents in their children's schools is a top priority in North Carolina. The law mandates that employers grant four hours of leave per year for parents to participate in activities at their children's schools.
- Fifteen non-profit agencies provide statewide training and technical assistance on safety, discipline and order to our state's schools at little or no cost to the schools themselves.
- North Carolina leads the nation in the number of candidates and the number of National Board Certified teachers, a measure of professional expertise.

OFFICE OF EDUCATION REFORM

Judy White, Director

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- More than one-third of our state's 70,600 teachers have post-graduate degrees.
- The North Carolina Center for the Advancement of Teaching and the North Carolina Teacher Academy upgrade teacher training and help teachers sustain and renew their love of teaching.
- The School Technology Commission, created in 1994, has led to \$42 million to purchase and upgrade school technology, with a commitment of \$72 million from the General Assembly.
- In October 1996, more than half of North Carolina's public schools were wired for Internet access by volunteers and business sponsors, so our children could step into the technological revolution at no cost to taxpayers.
- The North Carolina School Improvement Panel is working to develop one, focused, long-range plan for public education improvement. To support these efforts, the Panel has embarked upon a public engagement program to ensure that North Carolinians are part of developing and implementing the improvement plan.
- During the pilot year of The New ABCs of Public Education -- which advocates school accountability, teaching the basics and local control over the local school -- 51 percent of the pilot schools met or exceeded their improvement goals.
- The Education Standards & Accountability Commission is developing rigorous, relevant standards for our students and fair ways of measuring those standards.
- North Carolina is moving away from an overly specific, rigid curriculum to a broad-based curriculum that will ensure that our public school graduates develop skills that will make them responsible citizens and productive workers in a global economy.
- There are more than 60 JobReady partnerships flourishing in our state, pairing public schools with business partners. Students see the relevance of their studies and get exposure to the real world of work. Businesses see the successes happening in our classrooms every day.
- The statewide adoption of the principles of School-Based Management means that all programs and improvement initiatives grant local schools and their communities the power to decide the best ways to reach their goals.
- The North Carolina School Improvement Panel has awarded \$8.3 million in federal funds to support the local school improvement plans of more than 90 school systems across the state.

BRINGING it
all TOGETHER
for CHILDREN in PUBLIC SCHOOLS
North Carolina

a work in PROGRESS in NORTH CAROLINA



By 2001, North Carolina's public schools will have a system in place to become a model for states and nations wishing to instill in their young people a capacity to use and apply knowledge at high levels of performance, a strength of character, and a love of learning that will empower them to be successful and useful members of a free society.



BRINGING it All TOGETHER

for CHILDREN in PUBLIC SCHOOLS
North Carolina

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When North Carolinians went to the polls in the 1996 General Election, they sent a strong message of support for public schools. By approving the largest bond issue in the state's history – \$1.8 billion earmarked for school construction – they made it clear that they want a system of schools of which they can be proud. More importantly, they want the young people of North Carolina to have schools that are second to none.

The next step is to make sure that the quality of instruction occurring inside North Carolina's school buildings is equal to the new facilities approved by over 70% of the state's voters. What follows is a road map outlining the steps it will take to build a programmatic foundation for world-class schools that advances the priorities established by the State Board of Education.

For over one year, a hard-working School Improvement Panel, appointed by the Governor and the State Superintendent of Public Instruction, has labored over this recommended plan. Its work was shaped by the hopes of people across North Carolina. It is to those people – the people who overwhelmingly made it clear that they want schools that they can be proud of, schools capable of equipping their children for the future – that this plan is dedicated.

GOAL 1: BRINGING IT ALL TOGETHER INTO A UNIFIED SYSTEM

- Bring the dozens of promising school improvement initiatives into one, coherent plan and marshal all of the state's resources behind it.
- Set in place a timetable that ensures that world-class curriculum and assessment practices are in place by 2001; focus the system on the application of knowledge and skills, not on rote memorization.
- Establish benchmarks that require 10th graders and high school seniors to demonstrate they have mastered the basics before they move ahead or graduate.
- Incorporate programs that better prepare high school graduates for higher education and the world of work.
- Build public awareness and support for the changes this plan will bring to schools across North Carolina.

GOAL 2: PROVIDING EDUCATORS WITH THE TOOLS AND TIME NEEDED TO ACHIEVE HIGH STANDARDS

- Revamp and strengthen the quality of teacher and administrative preparation programs.
- Lengthen, by 2001, North Carolina's instructional year to be the longest in the nation – moving from today's 180 days of instruction to 190 days.
- Compensate teachers at a rate at or above the national average through a combination of a more competitive professional salary schedule, extended contracts and the creation of challenging new roles for teachers with appropriate compensation.
- Align all of the state's many training resources behind an integrated professional development program that equips educators with the skills and knowledge they need to advance school improvement.
- Establish a Research Council charged with focusing on coordinating research in school improvement and putting the results into the hands of teachers and administrators.
- Bring the instructional promise of technology to every school in North Carolina.
- Devise an equitable system of funding schools that respects the enormous differences that exist among communities and school systems.

GOAL 3: PARTNERING FOR SAFE SCHOOLS AND HIGH STANDARDS

- Ensure that every school is a safe secure learning environment.
- Collaborate and partner with the public to bring education standards to a new level.

Thankfully, the job of bringing it all together for school improvement begins with the building blocks already in place. The pages that follow will show how these building blocks provide a way for the State Board of Education to work through its top priorities in a systematic fashion. In devising its recommendations, the Panel began with the framework of the ABCs Plan that is based on accountability, a focus on the basics of education and the belief that local schools and communities can best make decisions about their schools. What follows builds on that plan while advancing the priorities of the State Board of Education which include: professional educator issues; reading, the Standard Course of Study and the Basic Education Program; legislative matters, including equitable funding and teacher salaries; technology; satisfaction with public schools; communication and collaborative relationships; accountability; safety; and funding and finance.



Goals

GOAL 1: BRINGING IT ALL TOGETHER INTO A UNIFIED SYSTEM

To bring successful school improvement initiatives together into a unified system of standards, curriculum and accountability that will prepare every public school graduate as a life-long learner for participation in a democratic society and in the world of work.

GOAL 2: PROVIDING THE TOOLS AND TIME TO ACHIEVE HIGH STANDARDS

To provide teachers and schools with the time, training, research, resources and technology it will take to reach the rigorous standards needed to bring our schools to world-class status.

GOAL 3: PARTNERING FOR SAFE SCHOOLS AND HIGH STANDARDS

- To ensure that every school is a safe, secure learning environment.
- To collaborate and partner with the public to bring education standards to a new level.

A VISION FOR SCHOOLS

For the past year, the North Carolina School Improvement Panel, appointed by the Governor and the State Superintendent of Public Instruction, has listened to people across North Carolina as it framed recommendations to strengthen the state's public schools.

Through polls, focus groups, hearings and studies conducted by the Panel, research groups and other state commissions, it is clear that the people of North Carolina know what they want from their schools.

- North Carolinians want their public schools to equal the quality of the best in the world.
- North Carolinians want newcomers to enroll their children in public schools with confidence and enthusiasm.
- Employers and colleges want graduates of North Carolina's public schools to be able to apply lessons they have learned, and to be prepared to continue to learn as adults.
- Parents and employers want a tangible connection between schooling and the real world.
- Everyone wants North Carolina's public schools to be safe and orderly places.
- Educators want both respect and support from their communities; they want to feel pride in the schools in which they work.

These are the highest hopes the people hold for their public schools. These hopes – hopes that would lead to schools second to none – guided the Panel as it worked on behalf of the young people of North Carolina.

The Building Blocks Are in Place

Thankfully, when the Panel was charged with designing a plan that would enable North Carolina's schools to reach new heights, there was much on which the panel could build. Thanks to the work of the Governor, the General Assembly, the State Board of Education, pioneering schools and educators, businesses, nonprofit organizations and concerned citizens, the building blocks for a foundation of excellence already exist. The challenge that fell to the Panel was to bring today's initiatives together.

Four initiatives provide the cornerstones of the foundation. Foremost among them is the State Board of Education's ABCs Plan that provides the framework for all of the recommendations that follow.

ABCs Plan

The ABCs Plan reflects simple, but powerful, beliefs – that schools should be held accountable to high standards; that all children graduating from North Carolina's schools should have a solid grasp of reading, mathematics, writing and technology

skills; that local communities and educators should be empowered to make vital decisions about schools.

The work of three other groups, when brought together inside the framework of the ABCs Plan, completes the cornerstones upon which excellence can be built.

NC Education Standards and Accountability Commission

The Standards and Accountability Commission's proposed system of high standards and performance assessment directly builds and strengthens the accountability component of the ABCs Plan by adding student accountability to a model of school accountability.

Commission on Workforce Preparedness

The Commission on Workforce Preparedness' goal of better preparing all young people for the world of work through its JobReady initiative is aligned with the educational basics philosophy of the ABCs Plan.

School-Based Management Task Force

The School-Based Management Task Force's belief that the people closest to children and schools are in the best position to make educational decisions builds the local control component of the ABCs Plan.

Not a Job for the Faint-Hearted

The recommendations of the Panel will enhance the ABCs Plan by marshaling all of the many resources of North Carolina behind a unified effort to make our public schools second to none.

The strategies that follow will challenge all of us. They will cause change within schools and communities. They will ask more of young people and their parents. They will stretch the capacity of educators and the institutions that train them. They will require lawmakers to make difficult choices.

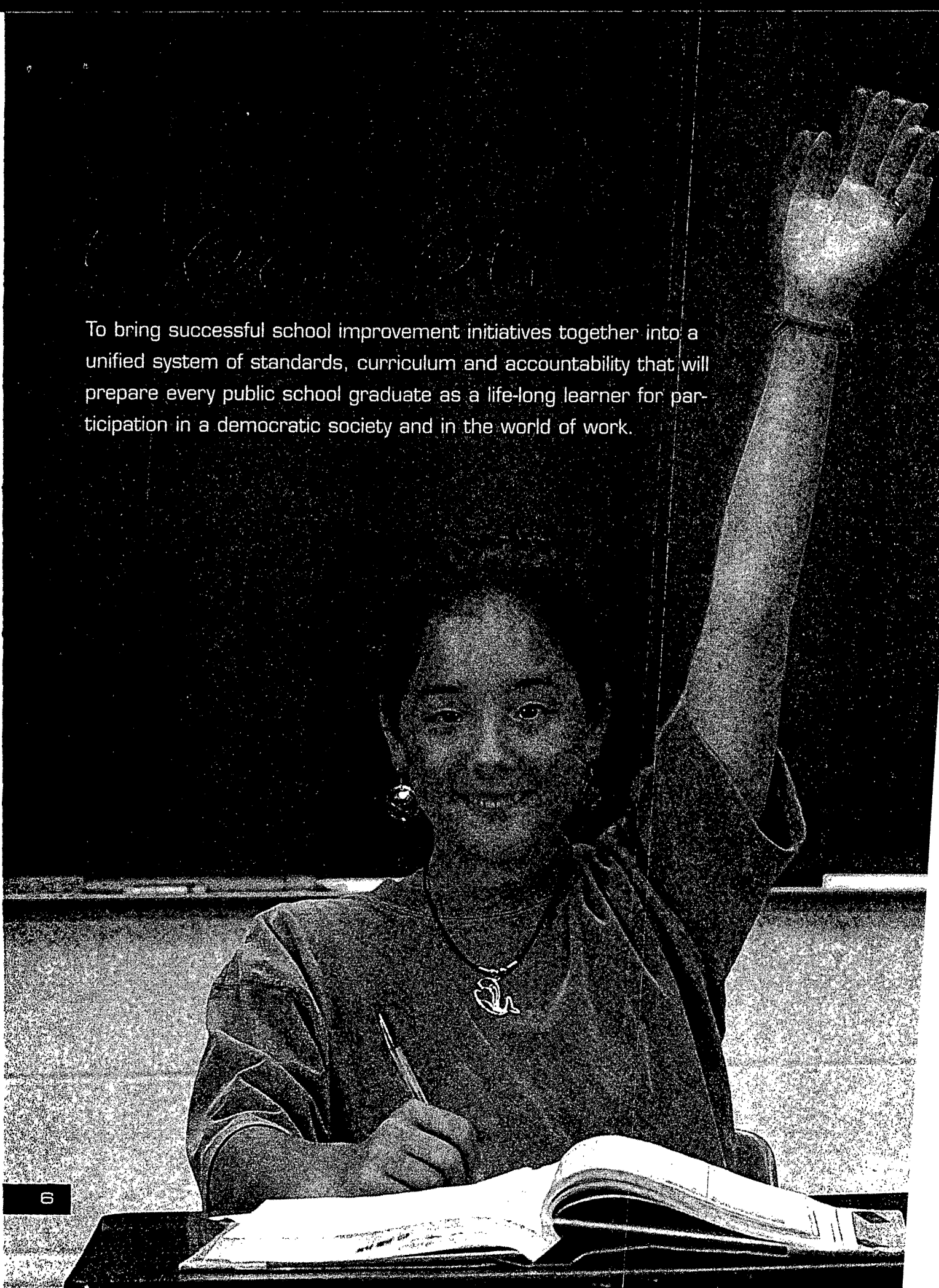
The journey has already begun. As North Carolina has proven so many times before, it has the capacity to take bold steps. Indeed, it has taken the first steps already through actions in the General Assembly, the State Board of Education and in communities across the state.

The Panel, convinced that education offers North Carolina the best, and perhaps only, sure course to a better tomorrow, offers these strategies with a sense of urgency. The strategies provide a systematic way for the State Board of Education to work through each of its priorities – the priorities of the people of North Carolina – because it will take all of us working together to achieve our vision of schools that are second to none.

The Essential Components of the ABCs Plan

- A Hold Schools Accountable
- B Focus on the Basics
- C Return Control to Schools and Communities

To bring successful school improvement initiatives together into a unified system of standards, curriculum and accountability that will prepare every public school graduate as a life-long learner for participation in a democratic society and in the world of work.



BRINGING IT ALL TOGETHER INTO A UNIFIED SYSTEM

Building Blocks In Place

THE ABCs PLAN

The State Board of Education's ABCs Plan already requires young people to demonstrate their mastery of basic skills including writing, reading, mathematics and technology.

NC STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study outlines rigorous course content upon which assessments are based and calls for integration of science, social studies, literature and the arts.

STATE TESTING PROGRAMS

State testing programs, aligned with the Standard Course of Study, require students to demonstrate their learning in reading, writing, mathematics and technology.

CONSEQUENCES FOR SCHOOLS

The General Assembly created financial incentives for schools that exceed student growth goals and put in place technical assistance and serious consequences for those that lag behind.

IDENTIFIED COMPETENCY AREAS

The Standards and Accountability Commission has further defined the relationship of what students should know and be able to do with content knowledge. Six competency areas in which graduates must demonstrate a high level of proficiency have been identified.

PLANS FOR STRENGTHENING CURRICULUM AND ASSESSMENT

Concrete recommendations and plans for strengthening today's curriculum and assessment programs have been designed by the Standards and Accountability Commission.

SCHOOL SYSTEMS PILOTING NEW ASSESSMENTS

School systems are piloting new types of assessments that measure how well students can apply what they have learned.

JOBREADY PILOT PROJECTS

JobReady pilot partnerships of employers, educators and others have created school-to-work transition programs in 66 communities with more scheduled to begin.

NC CONSOLIDATED PLAN

The process for alignment of federal resources to support a focused approach to school improvement has begun with North Carolina's Consolidated Plan for federal programs.

Recommended Strategies

A FOUR-YEAR PLAN

Consolidate the implementation schedules of existing school improvement initiatives into one four-year plan.

STRENGTHEN INSTRUCTION AND ASSESSMENT PRACTICES

Strengthen today's instruction and assessment practices to ensure they meet world-class standards and prepare young people for the transition from high school to the world of work or college.

ELIMINATE GENERAL TRACKS

Eliminate "general tracks" in high schools; by today's needs they do not adequately prepare students for work or for college.

END "SOCIAL PROMOTION"

End remaining practices of "social promotion" and ensure that young people can perform at their grade level before being promoted from one grade to the next.

ENACT 10TH GRADE COMPETENCY EXAM

Require 10th grade students to pass a basic competency examination to qualify for a diploma.

ENACT AN EXIT EXAM

Require graduates to pass an exit examination that will demonstrate to parents, colleges and employers that North Carolina graduates are prepared as they leave high school.

INTEGRATE A SYSTEM FOR WORKFORCE PREPAREDNESS

Integrate the workforce preparedness concepts of the JobReady initiative into school curricula so that all young people will be better prepared to make the transition from high school to adulthood.

ESTABLISH CAREER PATHWAYS

Establish career pathways for all students that result in career development plans that are updated annually.

INTRODUCE IMPROVED STUDENT ASSESSMENT PRACTICES

Introduce new assessment practices that give timely, specific, diagnostic information to teachers, enabling them to pinpoint individual student needs.

INITIATE TRAINING FOR EDUCATORS

Provide training and information about ways in which quality principles can have a positive impact on student learning.

COORDINATE TEACHER TRAINING RESOURCES

Marshal the state's existing teacher training resources, including schools of education at the college level, in an intensive and integrated program of teacher training that will support the proposed changes.

INITIATE A PUBLIC COMMUNICATIONS/OUTREACH PROGRAM

Prepare parents, communities and educators for the changes ahead by launching a massive communications and outreach program.

What Are World-Class Standards?

When people discuss engineering or technology, there is a generally accepted standard that is considered world class. When people discuss education, however, the words "world-class standards" are less understood.

For over three years, the Standards and Accountability Commission studied schools around the world in order to find out what makes schools in some countries better than those in others. The Commission isolated basic elements that are the hallmarks of excellent schools. In nations that excel in education, one will find these characteristics:

- **Highly Specific Curriculum Goals and Assessment Practices**
There is clarity around what children should know and be able to do upon graduation.

- **Publicized Curriculum Goals/Assessment Practices**

There is no mystery surrounding the goals of schools or the nature of student tests. In fact, in some countries, parents can buy samples showing exactly what kinds of tests their children will be expected to pass.

- **Rigorous Expectations**
World-class schools expect much of their young people.
- **Learning and Tests that have Consequences**
There are high stakes when it comes to assessment. In world-class schools, tests count; learning counts. Advancement within schools, acceptance into college and in some countries, where one will work all depend on school performance.
- **Inclusive Standards**
Curriculum, instruction and assessment are designed in such a way that all children work toward the same high standards.
- **Measurable Progress**
Standards that cannot be measured do not count. World-class schools focus on standards that can be measured, and measurement occurs often.



What Our System Should Be

The Panel's recommendation is to align curriculum frameworks, instructional practices and assessment programs that are, by any measure, world class. The Panel also proposes the following criteria by which the quality of North Carolina's curriculum, instruction and assessment programs will be measured.

Our system of schools should be:

- Based on high standards for all
- Focused on knowledge and skills that can be applied in the real world
- Organized so that there is continuous and measurable improvement
- Based on the philosophy of local control and maximum flexibility in meeting these standards
- Designed to meet the needs of all children, including those with special educational needs
- Organized across subject areas and encouraging students to apply knowledge from subjects as diverse as science, the arts, mathematics and literature
- Held in esteem by the public and highly accountable
- Designed to be fair and equitable in its approaches to all involved

Building The System: Strategies For Success

At the heart of the Panel's strategies is a belief that for too long schools have focused on covering material, not on ensuring that young people can use and apply the knowledge and skills they have learned. The Panel, like the State Board of Education, is convinced not only that schools must focus first on basic skills like reading, writing, mathematics and technology, but that students must be able to demonstrate that they can use those basic skills.

Central to the strategies is a testing and assessment approach that calls on young people to demonstrate that they have mastered what they have learned – an approach that will challenge young people to solve problems similar to those they will encounter as adults.

A sharper focus on demonstrating mastery of material is also central to the JobReady goals of better preparing young people to enter the work world. JobReady is introducing students to career counseling and awareness programs at a young age, exposing students to job opportunities within the community, giving young people experience and training in the workplace that can lead them to successfully completing demanding course work in community colleges, four-year colleges and universities, and to real jobs with real futures.

Basic to these strategies is equipping teachers and administrators with new skills, be they in using different assessment practices or in providing career awareness counseling to young people. The Panel recommends that the state focus its many training resources on the singular task of successfully preparing educators for this transition period. College and university-based

schools of education, the North Carolina Teacher Academy, and the Principals Executive Program are but a few of the training centers that are positioned to provide teachers and administrators with the new skills they need.

It will be difficult if not impossible for North Carolina to reach world-class standards if the school day and year remain organized as they are. There are too few days in the year to do what we already ask of schools; more time must be provided if we are to reach world-class standards.





Goal two

To provide teachers and schools with the time, training, research, resources and technology it will take to reach the rigorous standards needed to bring our schools to world-class status

PROVIDING THE TOOLS & TIME TO ACHIEVE HIGH STANDARDS

Building Blocks In Place

TEACHER PREPARATION PROGRAM REVIEW

North Carolina has initiated a demanding exit examination required of all prospective teachers as well as a systematic review of the quality of college and university programs.

SCHOLARSHIP PROGRAMS

North Carolina has the nation's largest and most ambitious scholarship programs for prospective teachers, the North Carolina Teaching Fellows Program and the Prospective Teachers Program. North Carolina also has a recently established Principals Fellows Program that is attracting and training highly-promising school administrators.

TEACHER/ADMINISTRATIVE LICENSURE STANDARDS

In the area of teacher and administrative licensure, North Carolina is piloting new and demanding teacher assessment programs. The Professional Standards Board, the Standards Board for Public School Administration and the State Board of Education are currently working to create streamlined and more rigorous licensure standards.

SUPPORT FOR NEW TEACHERS

A number of pioneering school systems are focusing on induction through the Collaborative Effort to Support New Professionals and with clinical coaching programs offered by North Carolina State University and East Carolina University.

THE COMMISSION ON TEACHING AND AMERICA'S FUTURE

The recently released recommendations of a national commission chaired by North Carolina's Governor Hunt provide a powerful road map for policymakers and educators searching for ways to strengthen the teaching profession.

NATIONAL BOARD CERTIFICATION

North Carolina leads the nation in establishing incentives to encourage teachers to become nationally certified. Our efforts have been rewarded by North Carolina's having the highest number of nationally certified teachers in the nation.

STAFF DEVELOPMENT

North Carolina's investment in professional development has led to the establishment of the nationally recognized Center for the Advancement of Teaching, the Principals Executive Program and the Teacher Academy.

EXTRA SUPPORT TO LOW WEALTH/SMALL SCHOOLS

The General Assembly is providing supplemental funding to small and poor schools to adjust for inability of local taxes to support their educational program.

INTRODUCTION OF QUALITY MANAGEMENT PRINCIPLES

Pioneering school systems under Total Quality Education (TQE) are successfully integrating total quality management principles into new approaches to professional development, school organization and student instruction and assessment.

Recommended Strategies

IMPROVE TRAINING AND PREPARATION OF EDUCATORS

Improve teacher preparation, licensure, training and selection of school administrators, new teacher induction, professional development and teacher evaluation.

PROVIDE MORE TIME FOR INSTRUCTION, PLANNING AND TRAINING

Phase in more days for instruction and for teacher training and preparation.

CREATE FINANCIAL INCENTIVES TO SUPPORT, REWARD AND RETAIN GOOD TEACHERS

Establish financial incentives to attract good teachers to low wealth/low performing schools. Devise salary scales for educators comparable to those in other professions. Provide differentiated job roles that lead to growth and financial opportunity for competent teachers.

ENABLE SCHOOLS TO HARNESS TECHNOLOGY

Follow the technology road map drawn by the NC Commission on School Technology.

COORDINATE SCHOOL IMPROVEMENT RESEARCH AND PUT IT IN THE HANDS OF EDUCATORS

Establish a Research Council charged with coordinating research efforts that focus on school improvement.

DEVISE A FUNDING SYSTEM THAT FAIRLY MEETS THE NEEDS OF ALL SCHOOLS

Appoint a task force to advise the Governor, the State Board of Education and the General Assembly on a more efficient way to distribute state funds to schools and to better use existing resources. The task force should also consider the range of issues (e.g. physical and mental health, job opportunities, literacy and day care availability) that have an impact on a child's readiness to learn and opportunity to succeed. In the meantime, the General Assembly should complete the appropriations needed by the supplemental fund for low wealth/small schools.

We cannot expect students, teachers and administrators to reach dramatically higher levels of results unless schools and educators are provided the skills and time needed to motivate the 1.2 million children who attend school each day.

STRATEGY: Provide Better Training & Preparation Of Educators

It is important to begin any discussion about the educators working in North Carolina's schools by recognizing that they are doing the best job they have ever done. More young people than ever before graduate; more go on to college or university; for the first time, North Carolina's young people are above national averages on important measures such as the new National Assessment of Educational Progress tests; and SAT scores show continuous progress.

However, the state is now asking educators to make a quantum quality leap in the drive to meet world-class standards. Very simply, that means there must be as much attention paid to better equip teachers and administrators as there is to establishing high standards for students.

When one looks at North Carolina's educational workforce there are troubling facts to be considered. Over 40% of all those who begin teaching in North Carolina's schools leave within five years. Low-wealth and low-performing schools find it more and more difficult to attract and retain qualified teachers. Most alarming, North Carolina is adding over 20,000 new students per year, compounding the challenge of attracting and retaining qualified teachers even greater. On average, the state will need to hire over 6,000 new teachers each year between now and 2001 – that is 24,000 new teachers, one-third of today's total.

The Panel's recognition of the importance of teaching led it to recommend more rigorous selection procedures in schools of education and accountability benchmarks that will hold schools of education accountable; further, the Panel recommends a revamped evaluation system that requires educators to demonstrate quality performance.

FOCUS ON TEACHER PREPARATION

- Revamp today's teacher preparation programs beginning with higher standards of acceptance into schools of education, closer ties between schools of education and public schools and drawing on public school teachers to bring more real world experience into the preparation of teachers.
- Hold schools of education accountable by tracking graduates and publicizing their success, failure and attrition rates in the teaching profession.
- Establish formalized communications vehicles between schools of education and schools of the arts and sciences and among schools of education and their public schools.
- Require that standards for schools of education include required courses that prepare teachers to work with diverse student populations and to utilize technology in their classrooms. Standards should also require that teacher preparation programs increase the amount and quality of time prospective teachers spend training in public school settings.
- Develop a new and demanding system of licensure for teachers.

FOCUS ON ADMINISTRATORS

- Implement the recommendations of the Standards Board for Public School Administration.
- Establish more rigorous selection criteria for school administrators based on the best available research on schools and leadership.
- Require school administrators to have teaching experience prior to becoming school principals; experience as a principal should be a prerequisite for becoming a school superintendent.
- Provide training on selection of school administrators for local boards of education and school improvement teams.

FOCUS ON NEW TEACHER INDUCTION

- Provide funds to enable all schools to offer training and support to new teachers prior to the opening of each school year.
- Establish a mentoring program for new teachers to guarantee that all new teachers receive training and support from capable, veteran teachers and that they have the time needed to observe other teachers while sharpening their own skills.



STRATEGY: Provide More Time For Instruction, Planning & Training

Whenever the Panel met with educators, one issue was raised over and over again – the lack of time is perceived as the primary barrier to improving schools.

The lack of time has an impact on schooling in three ways. First, our students are compared to students in other countries who receive the equivalent of four additional years of schooling because our 180-day school calendar is so short. On average, other industrialized countries provide over 200 instructional days. Some, like Japan and Germany, provide over 240 instructional days.

Second, the structure of the typical school day denies teachers the time they need to work with individual students and to thoughtfully plan challenging instructional approaches. And finally, there is too little time for quality staff development programs.

MORE INSTRUCTIONAL AND TEACHER WORK DAYS

The Panel concluded that the state must embark on a phase-in plan leading to an extended number of instructional days for students and additional planning and training days for teachers.

The Panel recommends adding additional instructional days to the existing school calendar each year between now and 2001, thus expanding the number of instructional days from 180 to 190. At the same time, the Panel recommends that the state extend teacher contracts to 220 days – or 11 months – by 2001.

FLEXIBLE DAYS OF EMPLOYMENT

The Panel is also recommending that the state grant local schools salary funds that could be used to address the local needs of schools and communities. This would require an allocation of one-half of 1% of payroll each year between now and 2001. The final impact would be to provide local schools 2% of payroll enabling them to hire teachers for additional days in a variety of ways that would have the potential of increasing student performance or teacher productivity. At the heart of this recommendation is the belief that the needs of schools vary. As examples, some communities may use additional salary dollars for summer remedial or enrichment courses. In others, the funds might be more efficiently used to enable entire departments or grade-level teams to revamp their curricula during the summer. In still others, the funds might be used to provide intensive and extended professional development programs or to support teachers in year-round leadership roles.

FOCUS ON STAFF DEVELOPMENT

- Align state resources to conduct an integrated, intensive teacher training program on instruction and assessment.
- Develop a comprehensive professional development package that will give local systems access to training critical to the success of state mandated initiatives.
- Conduct a study of investments in professional development by North Carolina's top 100 businesses and industries and establish a professional development funding target of not less than the industry average.
- Provide local schools with best-practice models in the area of professional development to ensure that professional development meets the needs of individual teachers; focuses on improvements in student performance; and aligns with best teaching practices that could lead to national board certification.

FOCUS ON EVALUATION

- Formalize a beginning teacher evaluation program based on the National Board for Professional Teaching Standards.
- Encourage schools to experiment with innovative approaches to evaluating experienced teachers.

PROVIDING MORE TIME TO DO THE JOB

School Year	Instruction Days	Length of Teacher Contract (in days)	Flexible Salary (% of payroll)
1996-1997	180	200	0
1997-1998	183	205	.05%
1998-1999	186	210	1.0%
1999-2000	188	215	1.5%
2000-2001	190	220	2.0%

STRATEGY: Provide Incentives That Respect & Reward Educators

Valuing the centrality of teachers to the process of school improvement, the Panel focused on creating several avenues through which teacher compensation could be made more competitive. The previous recommendation, calling for extending the length of the school year for both students and teachers would increase salaries by roughly 10%. Moreover, the establishment of a flexible salary fund to meet local needs would provide another 2% of salary dollars.

With that, the Panel is calling on the state to reward capable teachers who are able and willing to assume extra responsibilities such as mentoring new teachers, providing training for other teachers or being a resource in areas such as school technology.

The Panel believes that today's compensation system does not provide adequate incentives or rewards to teachers who contribute more to their students and schools. By putting in place financial rewards for teachers who are a resource to their schools, the state would give tangible evidence that it valued the contribution of master teachers.

Low-performing schools that badly need high-quality teachers find it increasingly difficult to attract and retain capable teachers. Low-performing schools are often found in the state's poorest communities. Frequently, a lack of housing, shopping, university and recreational options makes it difficult to compete with other communities. Also, locally-funded salary supplements tend to be low or non-existent, complicating the recruiting challenge these communities already face. If the state is to succeed in ensuring that all schools meet the rigorous demands of the ABCs Plan, the Panel believes it will be necessary to provide incentives that would attract teachers to high-need schools.

Finally, the State Board of Education should devise new salary schedules for both teachers and administrators that are both fair and competitive when compared to salaries paid to professionals in the private sector.

STRATEGY: Enable Schools To Harness The Potential Of Technology

When listening to North Carolinians speak about education, parents and employers alike stressed the need to focus on what is now considered a new "basic" – technology. As more and more parents and teachers are discovering, the potential for technology to transform and accelerate learning opportunities for young people is enormous.

Recognizing that a learning gap of major proportions could develop between technology-rich and technology-poor schools, the General Assembly established a School Technology Fund and a plan that would ensure that all schools, rich or poor, would have access to the potential of technology. The history of the Fund, however, is spotty. Funds allocated in 1994 were not released until two school years later. A second appropriation made to the Fund in the 1996 session of the General Assembly was less than one-half of the amount called for by the state's technology plan. The Panel believes it is imperative that the state stay on course with the plan of the North Carolina Commission on School Technology to ensure that all schools and all students have the benefits of technology.



STRATEGY: Coordinate Research & Put It In The Hands Of Educators

North Carolina has a massive amount of information about what works in schools, but too frequently that information is not used. North Carolina is blessed with a wealth of educational research resources. However, too little of this research is aligned with the goals of the ABCs Plan and less yet reaches classroom teachers who can translate research findings into new and better ways to work with students.

The Panel recommends establishing a Research Council to pull together the state's education research providers in colleges and universities, state government and nonprofit organizations. Through the Council, collaborative research projects would examine issues directly related to school improvement. Early research topics that the Council should consider include: more effective use of time within the school day; effective models for alternative educational programs tailoring instruction to the special needs student; better use of existing resources, and; the impact of school size on instruction.

The Council should also train the people who can best use educational research in how to access, understand and use findings. With that, findings that would support the goals of the ABCs Plan need to be readily available and broadly disseminated.

The Panel recommends that the Research Council be placed under the Education Cabinet, a body that is chaired by the Governor and includes the heads of the state's university, community college, and public school systems. Because all three levels of education in North Carolina have research capacities and all depend on one another, a research arm working through all three systems would have far more potential than one housed within a single system.

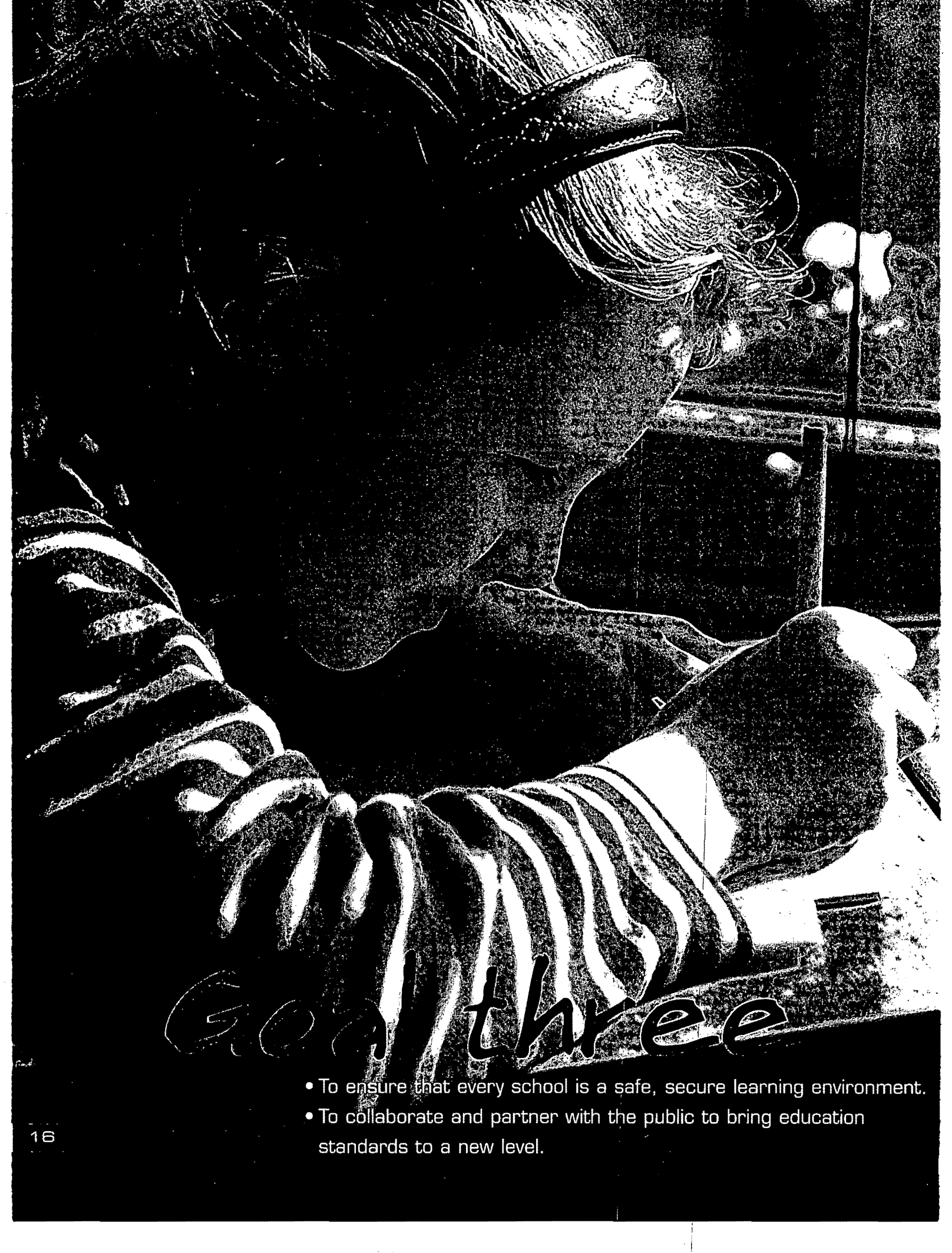
STRATEGY: Devise A School Funding System That Fairly Meets The Needs Of All Schools

The final recommendation under the Panel's goal of providing educators and schools with the tools they need to succeed speaks to the way in which North Carolina funds its schools. Today's system of funding does not adequately take into account the profound differences among schools and communities within North Carolina. The Panel strongly believes that the state should embrace the creation of a new and better system of school funding.

The Panel recommends that the State Board of Education appoint a task force to provide advice on a more effective and efficient and equitable way to distribute state funds to schools. Differences among school systems should be accommodated – including differences in growth in student population, the number of children with special educational needs, the capacity of the local communities to fund quality schools, the education performance of students, physical and mental health data, literacy rates, availability of day care facilities and the effort made by local taxpayers. A critical first step for the task force would be to examine today's use of resources, the alignment of state funds with the ABCs Plan and with other state and federal programs having an impact on children, and more efficient ways to use our tax dollars.

While the task force grapples with issues related to funding formulas and flexibility, the General Assembly should complete the process of fully funding the supplemental fund for low-wealth schools.

Just as the state recognizes that the differing educational needs of communities make local flexibility a necessary cornerstone of school improvement, so must it recognize that its system of funding schools must accommodate local differences.



Goal three

- To ensure that every school is a safe, secure learning environment.
- To collaborate and partner with the public to bring education standards to a new level.

PARTNERING FOR SAFE SCHOOLS & HIGH STANDARDS

Building Blocks In Place

FOR SAFETY

- Laws that establish schools as gun-free zones.
- Funding for alternative school programs for troubled youth.
- Funding for school resource officers in all of the state's high schools.
- Special services for young people with special needs.
- Over fifteen nonprofit agencies/organizations, including the Center for the Prevention of School Violence, Communities in Schools, the Child Advocacy Institute and others, are already providing technical assistance and coordinating programs for children with special needs.
- Two major public/private initiatives, Support our Students (SOS) and Smart Start, are bringing badly needed service and support to at-risk young people.
- The current law that establishes school-based management requires school improvement plans be developed by staff and parents in schools.

FOR PARTNERSHIPS AND COLLABORATION

- Over two-thirds of North Carolina's 117 school systems have formed partnerships with local businesses or chambers of commerce.
- Dozens of organizations are concentrated on school improvement, school/business partnerships, school-to-work transitions, and the special needs of schools. Collaboration among these organizations and schools is thriving throughout the state. JobReady partnerships are excellent models of this effort.
- Several collaborative initiatives, like NCBCE's TQE Initiative and Public Service of North Carolina's Ambassador's Program, incorporate community training programs, total quality management principles, formalized partnership agreements and evaluation benchmarks that could be models for other communities.
- Government supported collaborative efforts such as Smart Start and SOS rely on a blend of government and local funding as well as extensive volunteer time and effort.
- A new umbrella organization, NC Partners, is beginning to network dozens of organizations that collaborate with schools in an effort to focus partnerships even more clearly on school improvement.
- Total Quality Education (TQE) pilot programs have documented success in practicing collaborative decision-making, diminishing discipline issues and improving student achievement.

Recommended Strategies

- Ensure that all schools are safe and inviting places for students, educators and parents.
- Engage communities, schools, businesses and the public-at-large in a collaborative crusade to bring education standards to new levels.

FOR SAFETY

- Equip educators with the knowledge and skills to create safe learning environments.
- Reorganize school environments and instructional time to create safer, more inviting environments.
- Establish high-quality alternative school programs.
- Equip educators with instructional approaches that build healthier schools.
- Measure, on an ongoing basis, data on issues contributing to the educational climate of a school.
- Enter partnerships with the community and communicate with the public about roles, rules and expectations regarding safety and discipline.

FOR COLLABORATION

- Build school/business partnership capacity through training and partnership/skill building.
- Build school/business partnerships with community organizations through reciprocity.
- Expand the scope of schooling by offering real-world learning experiences.
- Base partnerships on clear agreements and assessments of needs.

The bedrock for successful learning environments must be safe schools. Further, schools must be surrounded by concerned, caring communities with schools as a top priority.

Thus, what follows are strategies aimed both at educators and the communities in which they work. The Panel believes it is vital that a school climate is inviting to students and assures parents that their children are cared for and learning. To create that climate, educators need assurance that communities share their goal of creating a secure school environment in which all students can reach world-class standards. In short, the Panel believes schools, parents, and communities must be partners for children.

Partnering For Safe Schools

The Panel believes that the long-range answer to ensuring safe schools is to develop thoughtful, research-proven programs that will equip educators with the tools they need to deal with the increasingly complex mix of student needs and problems.

As in other areas of school improvement, North Carolina is fortunate to have schools, associations and nonprofit organizations already focused on issues related to school safety. The Panel, in making its recommendations, drew heavily on those groups for solutions. Although problems related to school safety are largely problems of our society, it falls to the schools to deal with them. Thus, student problems stemming from too little adult support and unstable home and community lives are realities that now confront the public schools.

However, because the problems of school safety and educational climate are societal problems, these recommendations call for school and community collaboration as we work toward safe schools, schools that are environments in which learning can take place.

STRATEGY: Equip Educators With Skills To Create Safe Environments

- Teacher preparation programs should include course work and school-based experiences. Prospective teachers need training in strategies that succeed with at-risk students, conflict resolution tools, diversity training, exposure to different learning styles and experience with special-needs children.
- In-school professional development should equip teachers to gather data about children, families and communities and use that data to build child-centered partnerships with homes and communities.

STRATEGY: Use Time & Adult Contact To Create Safe Environments

- School principals, faculties and students should make school safety a priority and be held accountable for the learning climate that exists in their schools.
- Classrooms and time should be organized in such a way that young people spend more time with adults; successful strategies employ the use of volunteers, work-based learning experiences, flexible scheduling and before-and after-school partnerships.
- The State Board of Education should encourage and support year-round schools and flexible scheduling.

STRATEGY: Establish Alternative School Programs

- The State Board of Education should establish a quality framework that would grant local communities wide latitude in how they structure alternative school programs while ensuring quality standards for the young people they serve.
- Such a framework of standards should include validated models of alternative schooling and public/private partnerships, qualifications for personnel working in alternative schools, collaborative benchmarks that ensure inter-agency cooperation among schools and other governmental service agencies, diagnostic tools that assess progress, and an annual evaluation of data related to the success of alternative schools.

STRATEGY: Equip Educators & Parents With Approaches That Build Healthy Schools

- Character education programs beginning in kindergarten and extending through high school graduation should be introduced in all schools.
- Using research that has pinpointed best practices, the State Board of Education should develop professional training programs for school resource officers.
- The State Board of Education should recognize schools that are successfully creating a healthy learning environment within schools and disseminate the strategies they are using to other schools.
- The State Board of Education should disseminate successful models that employ different instructional strategies – such as technology in the classroom, service learning, Tech Prep and JobReady – to motivate at-risk youngsters to succeed.

STRATEGY: Improve The Educational Climate Of Schools

- In-school Climate Review Committees should annually analyze data such as the incidence of acts of school violence, the results of school climate surveys, student data on academic performance, attendance, discipline and other issues contributing to the climate of a school.
- The State Board of Education should provide technical assistance to schools that are assessing their school climate. Assistance should include the creation of a technological data management system that will enable schools to better use climate-related information.

STRATEGY: Partner With The Public To Achieve High Standards

- The ABCs Plan should include incentives for schools with alternative school programs modeled upon others that show documented success.
- Schools should be urged to publicize clear roles, rules and expectations regarding safety, discipline and order.
- The State Board of Education should initiate an annual recognition program for businesses that are models in the school/partnership arena and to nonprofit organizations that integrate their programs with the delivery of services to public school students.



Partnering For High Standards

North Carolina is blessed with a wealth of partnering groups. Since the school improvement drive began in the early '80s, dozens and dozens of state and local programs supporting school improvement and the needs of young people have begun. Some are coordinated by nonprofit organizations, others by concerned businesses, and still others by state and local governmental entities.

What is needed today is to bring this wealth of activity into alignment with the unified plan to reach high educational standards.

Thus, the Panel is recommending a range of activities, from community-based partnership training to closer ties between the State Board of Education and the nonprofit and business communities, to more formalized partnership agreements at the state and local levels.

It does so in the firm belief that the effort required to take North Carolina's schools to new heights will fail unless it can enlist the support of parents, concerned community members, other branches of government and the business community.

STRATEGY: Build Partnership Capacity Through Skill Building

- The cornerstone of effective partnerships is training that equips community volunteers and leaders with the skills needed to effectively work together. The State Board of Education should draw from existing partnership training programs such as those offered by the JobReady Program, Communities in Schools, the Public School Forum, NC Partners and others, and provide a resource center for communities wanting to build their partnership capacity.
- Within the school community, parents, students, school personnel and cooperating local, county and state officials need to be directly involved in designing partnership efforts; and they need training to develop partnering skills.

STRATEGY: Build Reciprocal Partnerships With Business

- In appreciation to businesses that open their doors to young people seeking work-based learning experiences, educators must become more familiar with the real world needs of local employers.
- In return for providing resources to the schools, businesses must be meaningfully involved in designing partnership programs.
- In exchange for local schools incorporating school-to-work programs into their curricula, businesses must establish policies that encourage employees to volunteer in schools and offer to provide staff development opportunities to educators.
- In an effort to involve parents in the education of their children, schools must reach out to parents where they live and work while establishing parent centers in schools to give parents easy access to material and resources that would allow them to be learning partners.

STRATEGY: Expand Schooling With Real-World Learning Experiences

- Working with other units of government, business and nonprofit organizations, and a myriad of other community-based groups, schools must reach into the community to identify sites and programs that could offer rich, real-world learning experiences for young people.

STRATEGY: Base Partnerships On Clear Agreements And Assessments Of Needs

- Schools and other governmental agencies providing services to families should jointly survey target families to gauge their needs.
- Partnership agreements among schools and other agencies should be in writing to clearly define roles and avoid duplication.
- Incorporated into any partnership agreement, be it between schools and business, schools and local government, or schools and community agencies, should be a communications component that reinforces the urgency of school improvement.
- Effective partnerships should embrace the concept of continuous improvement and establish quality benchmarks against which their programs will be frequently evaluated.

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A POSTSCRIPT

The Panel issues its findings to the Governor and to the State Board of Education with the conviction that the people of North Carolina are prepared to support a bold school improvement initiative.

Throughout this process we have found programs and people making a difference for our children; as important, we have found that the building blocks for creating a world-class system of schooling are in place and need only to be assembled into a foundation upon which excellence can be built. It is that job that now falls to the Governor and to the State Board of Education as they continue the journey toward a system of schools that is second to none.



NC School Improvement Panel

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By 2001, North Carolina's public schools will have a system in place to become a model for states and nations wishing to instill in their young people a capacity to use and apply knowledge at high levels of performance, a strength of character, and a love of learning that will empower them to be successful and useful members of a free society.

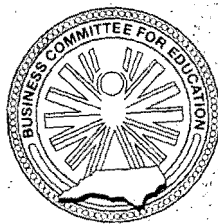
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PROGRESS TOWARDS QUALITY

The Quality Schools Program
in North Carolina



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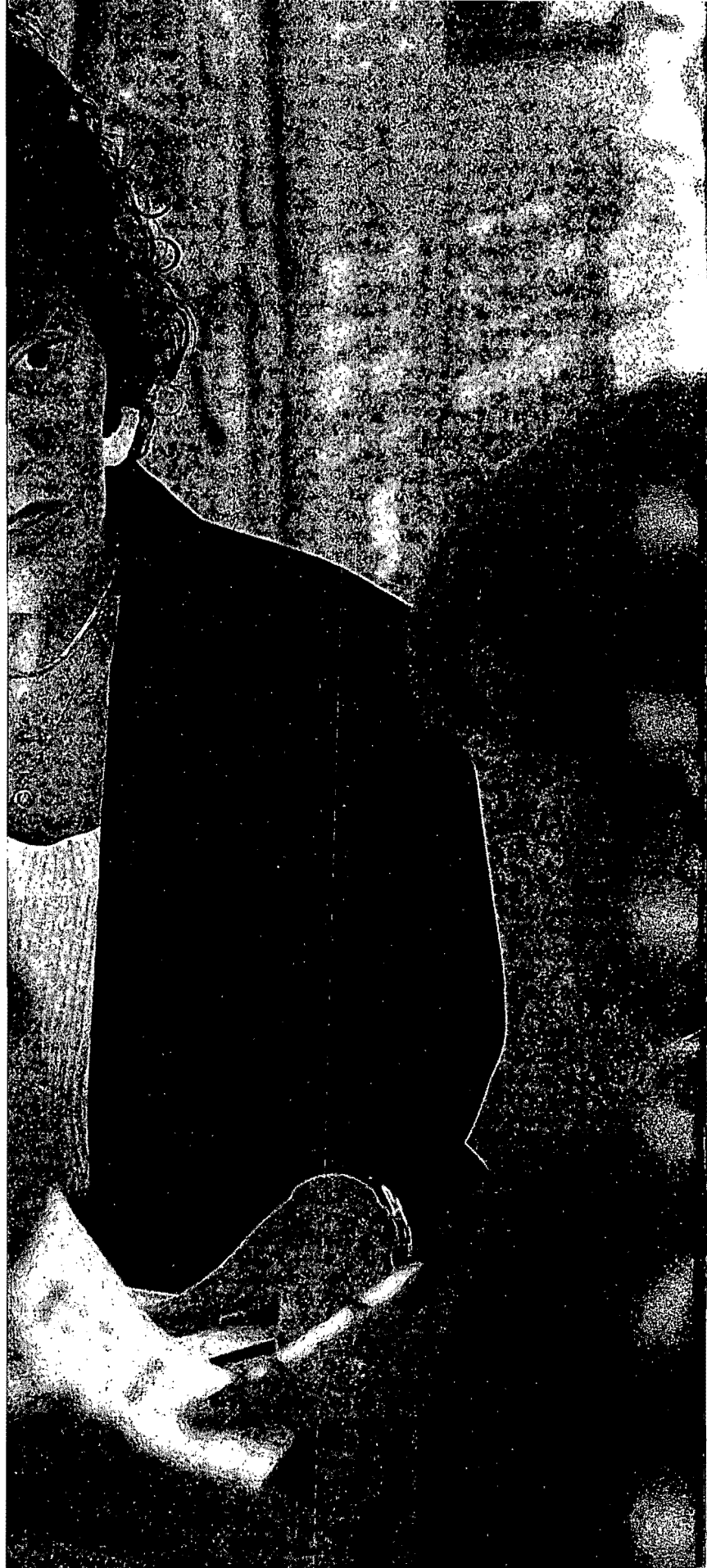
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The Gateway to a Competitive Work Force

Through the leadership of the state's corporate citizens, the North Carolina Business Committee for Education has launched one of the most promising education reform initiatives ever in the history of the state.

It is called Quality Schools and involves developing a flexible local model that school systems can use to improve the way they prepare students to live and work in the world of today and the future. Eventually, students who graduate from quality schools

will be flexible, adaptable individuals with excellent skills and an enthusiasm for life-long learning.

The Quality Schools model is based on quality management principles and will permeate classrooms, parent-teacher relationships and central administrative offices.

This document summarizes the need for quality principles in education, reviews the initiative's progress and outlines its plans for the future.

The Urgency for Change:

Public Education in North Carolina Today

At no time in our state's history has the urgency been more critical for North Carolina's public schools to dramatically change and improve. Student performance indicators for the state's school children are alarming. In 1992, the National Center for Education Statistics reported that only 15 percent of North Carolina's fourth graders performed at proficient or advanced levels in mathematics. In September 1994, The National Education Goals Panels released a report that found only 15 percent of eighth graders performing at a level considered to be a world-class benchmark.

In a 1989 survey of North Carolina employers, 53 percent of the businesses and industries surveyed were not satisfied with the preparedness of high school graduates.

Businesses today face a growing "skills gap." This gap is the great divide between the

higher skills today's jobs require and the skills prospective employees bring with them from the public schools.

It's not that the state hasn't tried education reform. There's plenty of evidence of that: site-based decision-making, work force preparedness programs, school-to-work transition programs. But state education policymakers have yet to construct a framework within which all of those positive initiatives can *work together* toward a goal of more effective schools.

Without a doubt, the success of North Carolina in the 21st century will be determined by the state's ability to assure quality student achievement. Graduates must be able to get jobs, move on to higher education and function effectively as citizens. They must possess the knowledge and skills necessary for an increasingly competitive global environment.

The Long Road Toward Quality

The principles of quality management, a leadership model that has led to the success of corporations around the world, reached the schools in the late 1980s and has inspired numerous initiatives across the country. Total quality management looks at meeting the needs of customers, including students, teachers, parents and the public. It is not a quick fix, but a long-term, systemic approach to the practice of continuous improvement.

The NCBCE Quality Schools effort began in 1993 as the result of a directive from the state's leading business executives to narrow the gap between student achievement levels and what is needed to be a successful worker in the 21st century. North Carolina's business community must rely on the public schools to produce graduates with the skills and knowledge necessary for employment in the state's diverse business and industry base.

When assessing the current and future educational needs of the state, NCBCE

determined that bringing total quality management to the North Carolina public schools would be the most comprehensive, long-term solution to the challenges public education faces.

Recent changes have given local school systems more flexibility and authority to affect public education in North Carolina. Consequently, it is important that school systems are better equipped to handle the increased responsibility. Quality management principles enable school systems to be more responsive to the local needs and challenges they face and to

use their increased authority and responsibility to improve their effectiveness and efficiency in preparing students.

In the fall of 1993, The Business Committee appointed a steering committee to lead and guide the Quality Schools program.

Mission Statement of the Quality Schools Steering Committee

*To coach and provide
support to school systems employing
total quality so as to enable each
system to realize its primary goals
of meeting or exceeding
its customers' needs.*

A Vision for Quality Schools

- ★ Student achievement in North Carolina will be world class.
- ★ Public education will be held in high regard across the state.
- ★ Business will be delighted with entering employees' basic skills.
- ★ Every person takes personal responsibility for learning.
- ★ Students will be educated by the community.
- ★ Students will have learned how to learn.
- ★ Business will be a viable part of the education system in North Carolina.
- ★ Graduates will be confident, caring, self-directed learners.
- ★ There will be wholesome teacher/student relationships based on mutual respect.
- ★ Efficient and effective schools will exist from central office to classroom.

A Critical Partnership for School Improvement

In October, 1993, the Quality Schools Steering Committee announced the establishment of seven partnerships for a three-year pilot program. Each partnership is composed of three

elements: a public school system, a university school of education and a business/industry in the local community.

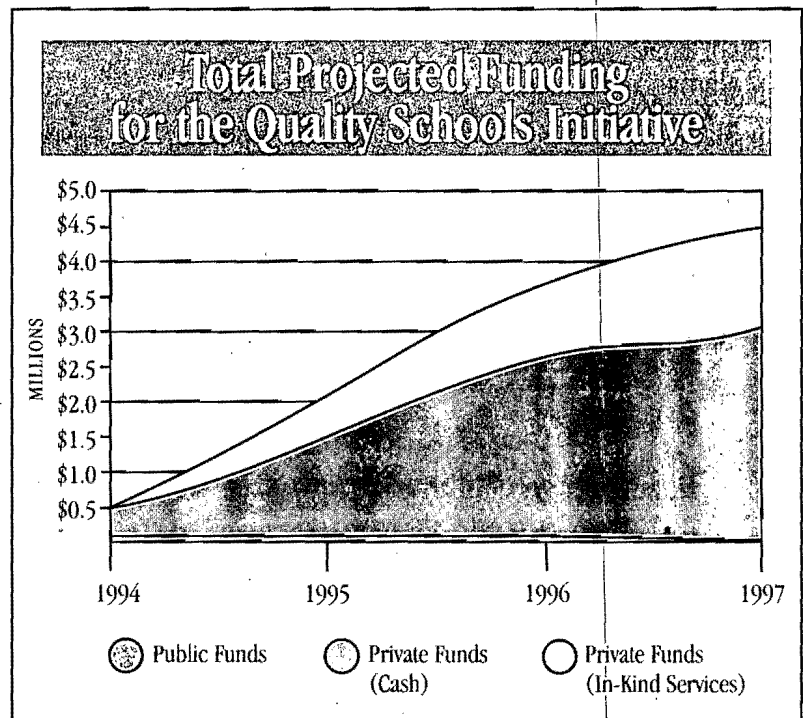
School System	University Partner	Business Partner
Alamance County	UNC-Greensboro	Roche Biomedical
Bladen County	UNC-Wilmington	DuPont
Craven County	East Carolina University	Weyerhaeuser
Granville County	UNC-Chapel Hill	Lenox China/IBM
Johnston County	East Carolina University	NORTEL
Lincoln County	UNC-Charlotte	Carolina Freight/Duke Power
New Hanover County	UNC-Wilmington	CP&L

NCBCE followed a number of criteria in choosing the pilot programs, including geographic location, size of school system, com-

munities with local industry involved in total quality management and school leadership familiar with quality principles.

Accomplishments Along the Way

- ★ Following the first year of Quality Schools, the pilot program has made remarkable strides in its journey towards quality.
- ★ NCBCE has raised more than \$2.1 million in contributions, cash and in-kind, for the Quality Schools program.
- ★ Each of the seven school districts has established a senior quality leadership council including the superintendent, teachers, principals, support staff, other school personnel, business leaders, school board members, parents and university representatives.
- ★ Hundreds of teachers, principals, administrators, superintendents, other school personnel and school board members have received intensive initial training in quality management.
- ★ Middle and high school students in Granville County have received quality management training and are now using quality principles to address various problems at their schools.
- ★ New Hanover County school officials have invited 700 school personnel, teachers and community leaders to develop a strategic plan for the school system.
- ★ In Lincoln and Johnston Counties, elementary school students start each school day by making their own work plan, developing subject-related projects, and monitoring their own progress towards quality work.
- ★ East Carolina University School of Education has established its own quality leadership council and is implementing quality principles at the higher education level.
- ★ Nearly one-third of North Carolina's school districts have contacted NCBCE for guidance in beginning the quality journey.



North Carolina Business Committee for Education

Governor Jim Hunt initiated the North Carolina Business Committee for Education (NCBCE) in 1983 when he asked a group of business executives to become involved in improving the quality of the state's total school system. The non-profit corporation now comprises 110 business leaders from across the state who share a common desire for the systemic improvement of the state's public schools.

The Business Committee was approached about bringing quality principles to North Carolina's schools due to its successful track record as a catalyst for hands-on education reform and innovation. NCBCE has been instrumental in several notable projects, including Cities-in-Schools, Adopt-A-School, School-to-Work initiatives, and Parent Involvement Programs in the Workplace.

The Committee is also a founding member of the Education: Everybody's Business Coalition, an advocacy group that develops and promotes a unified agenda for educational reform in North Carolina.



NCBCE's primary mission is to:

- Promote the development of world-class educational standards for all students
- Continue to support school-to-work transition initiatives
- Develop programs for the workplace that enhance employees' involvement in their child's educational progress
- Serve as a clearinghouse of "best practices" in educational reform
- Assist education in initiating system change through the application of strategic planning and quality management principles

The Business Committee believes that each community in North Carolina has the responsibility to provide an educational system that fully prepares students for higher-level education and for entry into the work force, and also encourages life-long learning at the workplace and in home.

Pilots Work to Improve Schools

Each school system partnership is unique, with successes as well as lessons learned. The purpose of the pilot programs is to test various approaches to improving how

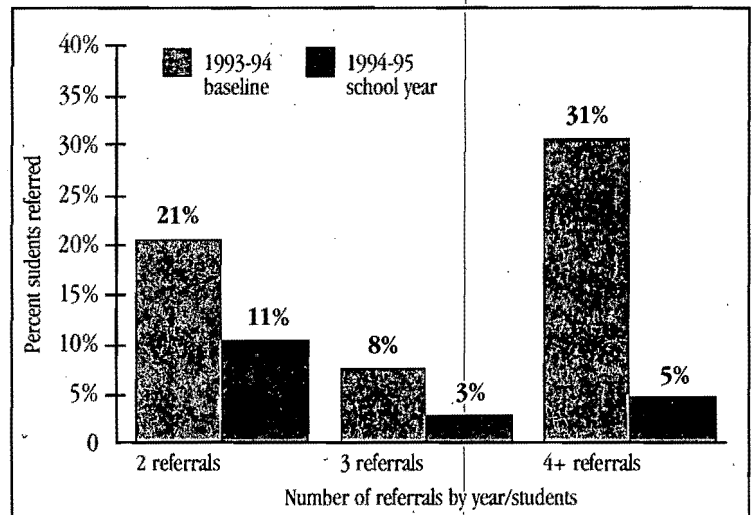
schools operate. The following capsules reflect those real-world findings in year one of the pilot program.

Alamance County

The partnership effort in Alamance County between the school system, UNC-Greensboro and Roche Biomedical made significant progress toward its one-year goal. The following items were accomplished in year one of the pilot project:

- ★ Provided general information sessions on quality for all employees.
- ★ Continued the development of system vision and mission statement.
- ★ Conducted a system wide quality assessment as a beginning benchmark.
- ★ Coordinated and sponsored a two-day training session for schools and cross-functional teams.
- ★ Incorporated opportunities for quality tools to be used in the classroom.

Some tasks were not accomplished in the first year, such as providing quality training and team building for school board



Improved discipline referral process with higher standards for student behavior at Western Middle School in Alamance County. Process improvement greatly reduced repeat discipline violations.

members and the quality leadership team. The school system is currently working to involve university staff and business members in school level cross-functional teams.

In addition to Roche Biomedical, the Alamance County School System has aggressively sought resources from other business partners in the local community to bring the principles of quality to the schools.

A review of Bladen County's one-year plan finds that some degree of progress was made, but that changes are necessary for the partnership with DuPont and UNC-Wilmington to succeed fully. Due to lessons learned and the increase in understanding about quality in the first year of approach, the quality council is revising its three-year plan for the Bladen County School System. A representative from Bladen Community College has joined the quality council as well as a business leader from CP&L.

Following is a list of strategies that have been identified as the focus for improvement:

1. Develop a plan for staff development and training of all school personnel.
2. Involve others in awareness training until every level in the organization has received the same orientation.
3. Increase board of education members' involvement; the board's key leadership role is critical to support quality in the school system.

Much has been learned in Bladen County as a result of the quality partnership. Partners in Bladen County have a great deal of renewed vision, focus and commitment to meeting or exceeding customer needs.



With the help of quality tools like team building and flow charts, teachers and staff work to continuously improve processes at local schools.

Craven County

The partnership between the Craven County School System, East Carolina University and Weyerhaeuser completed all strategies outlined in the one-year plan. The one-year plan led to the development of a plan called "Quality in Motion" that promises to promote growth in student performance, greater use of all school system employees and school operations and increased satisfaction for each school customer.

The school renewal process involves five areas:

1. School climate — the collection of various data to focus on parent, staff and student satisfaction, as well as community support and satisfaction.
2. Planning — five indicators to assess types of planning and strategic development that have taken place.
3. Staff development — six criteria that measure the quality, quantity and effectiveness of staff development activities.
4. Curriculum improvement — five criteria that measure student data as well as the relevancy of curriculum.
5. Communication — four indicators that assess the effectiveness of the communication of the school system.

Craven County's one-year plan has evolved into a comprehensive three- to five-year plan, and has helped the school system put in place the kind of effort it will need to improve student performance. The school system has secured cash and in-kind services from Weyerhaeuser as a result

Craven County cafeteria workers serve "quality" meals

When Brad Sneed, school superintendent in Craven County, wanted to implement proposed cuts in the child nutrition program, he met with the cafeteria staff and asked for suggestions on handling cuts and staying within the budget. The staff decided to collect information on what the most profitable meal is and which lunches students and faculty like the most.

Said Sneed, "Before quality, they would have immediately suggested we increase the price of the lunch. Instead, they want to look at the process of serving lunch and how to improve it."

The cafeteria manager and workers are involved in collecting data from students and school employees on what they would like to see provided in the school cafeteria.

"We want to develop a menu that represents quality, what the customers want and what we can afford," added Sneed.

"We don't want to raise the price of lunches. Students and faculty can look forward to improved service and meals from their school cafeterias, all for the same price."

of quality efforts and its success in developing a strategic plan for long-term educational improvement in the school system.

The partnership between the Granville County Schools, UNC-Chapel Hill and Lenox China made significant progress toward many of the county's four goals for the first year. The goals were to:

1. Develop an effective quality leadership council
2. Develop a shared understanding of Quality Schools among school system personnel
3. Demonstrate Quality Schools success stories
4. Develop an accountability system

More than 125 teachers and principals have attended various quality training sessions and established communication tools to let the public know what is happening in quality management.

Process improvement teams are working in the areas of delivery of maintenance services, embedding quality in the classroom, using computers in individual schools and improving school safety.

UNC-Chapel Hill is leading the development of an accountability system and collecting baseline data on the school system.

In addition to Lenox China, NORTEL is also very involved in the Granville County quality effort. They have helped bring focus to the quality leadership council. IBM recently became an active partner with the Granville County initiative and is providing extensive support and training at the system and school level.

Although the partnership faced some challenges in the first year, the potential for future success is enormous. The partnership has sharpened its focus and renewed its commitment to quality.



Ed Bodell, quality trainer at IBM, works with various teams of faculty, parents and students in Granville County to help them use process improvement strategies.

Johnston County:

The partnership between Johnston County Schools, East Carolina University and NORTEL has implemented more than 70 percent of the first-year goals, objectives and strategies. The remaining objectives will be part of the continuation plan. Highlights of the first year include:

1. Communication — printing and distribution of a customer/supplier card to all school personnel so that they understand the leadership council's role in the quality process.
2. Assessment instrument — all employees completed this to determine the current level of understanding of school system employees regarding the principles of quality. Results will be used to meet employee training needs.
3. Development and delivery of a system wide education and training plan for all employees.

The partnership effort between Johnston County Schools, ECU and NORTEL is an outstanding example of the kind of effort it will take to improve public education in North Carolina. All involved have made substantial commitments of time, resources and expert leadership.

Students, not teachers, conduct parent conferences in Johnston County

Priscilla Temple, a second grade teacher at Four Oaks Elementary School in Johnston County, is helping her students be more responsible for their own learning.

"Each student keeps a portfolio of his or her work," said Temple. "In my class, we set criteria for what quality work is. Each student understands what's expected and is given the chance to work on assignments until he or she meets the quality criteria."

When it comes time for parent-teacher conferences, it isn't Temple but her students who lead the discussion.

"Students show their portfolio of work, talk about the goals of each assignment and what their own strengths and weaknesses are," added Temple. "I can really see improvement in the students since we brought quality principles into the classroom. Students are understanding processes and are encouraged to make mistakes and learn from them. They feel good about themselves and what they're doing in school."

As a result of infusing quality principles in the classroom, Temple said her students are more disciplined in class, focused on their work, and performing better on assignments.

In addition to the support ECU is giving to the school system, the School of Education is also learning from the partnership and heavily involved in the process of quality at the higher education level. Johnston County Community College has joined the quality leadership council as an active partner.

NORTEL has donated a substantial amount of cash and in-kind services to the school system and because of the company's leadership and commitment, the partnership has achieved a high level of success in the quality journey.

Lincoln County's partnership with UNC-Charlotte and Carolina Freight has made marked progress in achieving its one-year objectives. Highlights include:

1. Beginning implementation of quality principles and practices in every classroom and school in the district.
2. Development and revision of a mission and vision statement for the Lincoln County Schools.
3. Implementation of continuous improvement into existing effective schools strategies.
4. Development of quality leadership practices among all school principals and central office administrators.

There is significant district-level and school building-level involvement in the quality process. Lincoln County is developing a multiyear strategic plan for deploying quality principles and practices into every facet of district activity.

UNC-Charlotte has made a significant contribution by actively working with school-wide planning and training in quality principles.

Duke Power Company has become Lincoln County's primary business partner. Duke Power volunteers are serving as mentors to many Lincoln County principals as they begin to implement total quality at their schools.



Teachers like Priscilla Temple in Johnston County serve an important role on all local quality leadership councils. The vision for Quality Schools is for quality tools and processes to be used from the classroom to the boardroom.

New Hanover County

The partnership effort in New Hanover County with UNC-Wilmington and CP&L has had a number of starts and stops in its first year. CP&L has provided both financial and in-kind support to the school system as well as negotiated a clearer, stronger relationship between the school system and the university.

New Hanover developed a comprehensive one-year plan of action that is divided into the following categories:

- ✧ Leadership training
- ✧ Process improvement teams
- ✧ The quality leadership council
- ✧ Communication
- ✧ Business partnerships

Significant progress was made in all five areas. Quality teams are working on school appearance, parent involvement, exceptional children referrals and maintenance. There are efforts to develop partnerships through communication and training.

New Hanover County's new superintendent is an outspoken supporter and champion of quality in the school system and the system has published a document titled "Quest for Quality," to answer questions and provide a mechanism for feedback from the community.

700 in New Hanover plan for school system's future

New Hanover County Schools are developing a strategic plan for the future of the school system. Instead of the plan being written by a select few, more than 700 people will be involved, including community members, parents and school employees.

"We value ideas from the community," said Dr. Shirley Prince, director of school improvement and accountability for New Hanover County schools. "We're interested in the voice of our customers. They're our partners, and if we're going to provide quality education for all students, everyone needs to be involved in the effort."

The school system divided the 700 people into 35 groups. Businesses that are involved in quality provided experienced facilitators.

"We were worried about the response, but it was overwhelming," added Prince. "More than 50 business leaders have volunteered to facilitate the community groups and help us through this process. That tells us they're behind us. What we're trying to do is take a real systematic approach to continuous improvement."

When the process is finished in May 1995, the school system will have a strategic plan that the entire community will have a keen interest in implementing.

Achieving Quality in the Public Schools

Valuable Lessons Help Guide The Journey

One of the major purposes of the Quality Schools pilot initiative in North Carolina is to learn the most successful ways to implement principles of quality in school systems across the state.

Lesson # 1 – Significant educational improvement is not possible without a strong coalition of support for quality at the local level.

School systems can no longer operate in isolation. The systems must rely on partnerships with business, higher education, statewide leadership and organizations like NCBCE if quality is to be ingrained in public education. Significant and systemic improvement is not likely to occur without all components working together toward a common vision.

At the pilot sites where the business and university components are focused and committed, progress has been made. At pilot sites where either the business or university role is somewhat unclear, the school system struggled.

Long-term school improvement must involve a structure that holds key players accountable for involvement, support and performance.

Lesson #2 – Collecting and analyzing appropriate performance data is a real weakness in public education.

Every pilot site expressed frustration about obtaining appropriate data to measure quality results. Quality cannot be achieved



The cornerstone of Quality Schools is the partnership between school systems, business and higher education. Edgar Murphy from NORTEL listens to recommendations of teachers for improving student achievement.

solely through the use of standardized norm-referenced national scores or SAT scores. School systems need data that will help diagnose individual student needs and assist in developing a process to bring about improvement in test scores.

The pilot partners advocate for an assessment system that gives teachers and students useful feedback on how to improve performance. Students must become more involved in self-assessment so they develop a sense of responsibility for their own learning.

Lesson #3 – The partnerships have created new opportunities for individual organizations and partners.

New knowledge helped other organizations and partners during year one. For example, the growth and evolution of quality is so overwhelming at ECU that the university has received funding from First Union National Bank and DuPont to assist in their quality effort.

Unanticipated consequences of a positive nature can and have evolved as the pilot projects have continued to move forward.

Lesson #4 – There is a desire to bring quality to other partnerships in North Carolina.

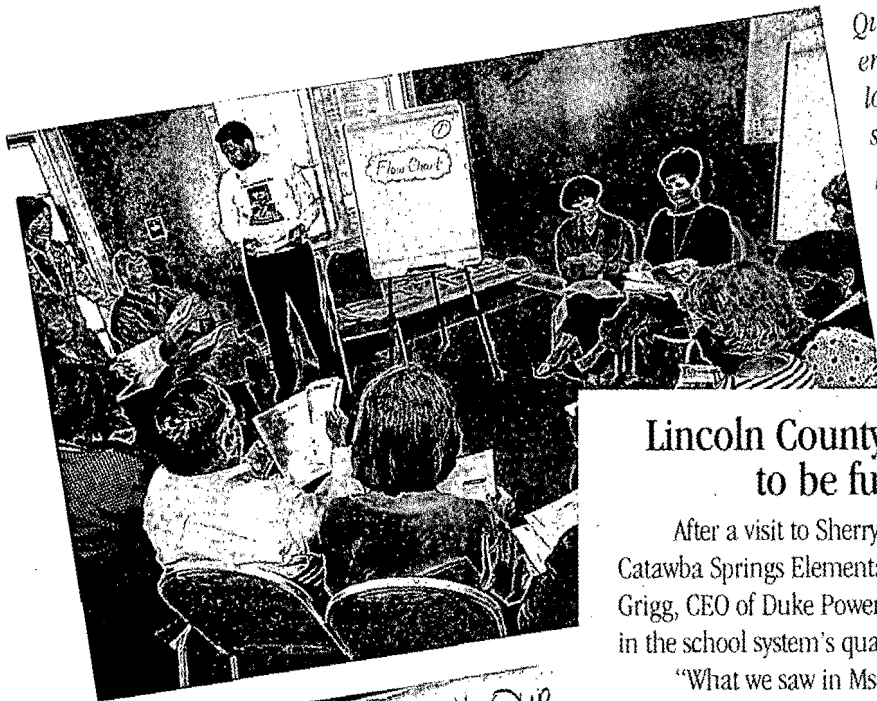
During the past year, nearly one-third of North Carolina's school systems contacted

NCBCE to learn more about quality schools. NCBCE receives weekly calls and letters from superintendents and school board members around the state asking to be included in the pilot project. More than 20 school systems are getting involved in the quality effort on their own. The growth of interest in quality schools dictates the development of standards for education and training to assist local school systems.

If the Quality Schools program is going to evolve as a local model for the improvement of public education in North Carolina, a well-developed strategy for its ongoing support and expansion must be developed.



Quality students in the future.



Quality organizations emphasize the need for life-long learning. In quality schools, all employees participate in ongoing education and training.

Lincoln County preparing students to be future workers

After a visit to Sherry Hoyle's fourth grade classroom at Catawba Springs Elementary School in Lincoln County, Bill Grigg, CEO of Duke Power, decided he wanted to be involved in the school system's quality initiative.

"What we saw in Ms. Hoyle's classroom was different than anything we'd ever seen in a school before," said Skip Steele, business and planning manager for corporate resources at Duke Power. "The teacher was not up in front of the class teaching and the rows of desks were replaced with groups of students scattered around the room working in teams. The interesting thing was it looked a lot like a busy workplace."

Steele, who accompanied Grigg on his visit to the Hoyle's classroom, said it was amazing to talk to the students about how they were learning and how it was different than before quality principles were used.

"The students figure out what they need to do, examine their research process, put it all on a flow chart and then measure their progress," Steele added. "Ms. Hoyle is there as a resource and to answer questions."

It is clear to Duke Power executives that students at Catawba Springs Elementary School are empowered to be responsible for their own learning.

"Students that leave the public schools knowing how to incorporate quality principles will come into the workplace knowing how to think for themselves and figure out what needs to be done. That's what we need from our workers and that's why we're investing time and resources in the Lincoln County Schools."



Quality Schools prepares students to live and work in the world of today and the future.

Funding for Research and Development

A two-pronged approach has been used to raise the funds necessary to support a three-year effort in the seven pilot sites. Already, many of the 22 companies represented on the Governor's Council of Management and Development have made a three-year commitment/pledge to the effort.

To date, \$2.1 million in contributions, pledges and in-kind services have been raised. Cash contributions of \$1.03 million have come from individual Business Committee members. Other funds have come from the local school systems, universities, the Department of Public Instruction, Celebration North Carolina and NCBCE.

The Council of Management and Development's and NCBCE members' founding support has sent a positive signal to the state's businesses community. Based on a comprehensive fund development plan submitted to the NCBCE Board of Directors in December 1994, additional fundraising efforts are underway.

Companies committed to the state's and its communities' prospects for continued educational improvement will have the opportunity to join in this important enterprise.

NCBCE has determined it must raise an additional \$1.8 million for the full implementation of the three-year pilot project. This money will enable the pilot school systems and their partners to complete the research and development portion of the Quality Schools initiative.

At the end of the pilot project, North Carolina school systems will have a flexible model to follow on their journey toward improving the way their entire system operates.

Granville County superintendent improves budget process through quality principles

When six of Granville County's principals were unable to meet budget report deadlines, superintendent Dr. Janice Davis was frustrated. Instead of reprimanding the principals, she asked one of the school system's partners for assistance in how to approach the problem with quality principles.

"I asked her if she thought the principals wanted to be late, and if not, then why were they late," said Ed Boddell, a quality management trainer from IBM. "In order to find out more about the budget process, we charted it out from the beginning to the point where principals submit their reports to the superintendent."

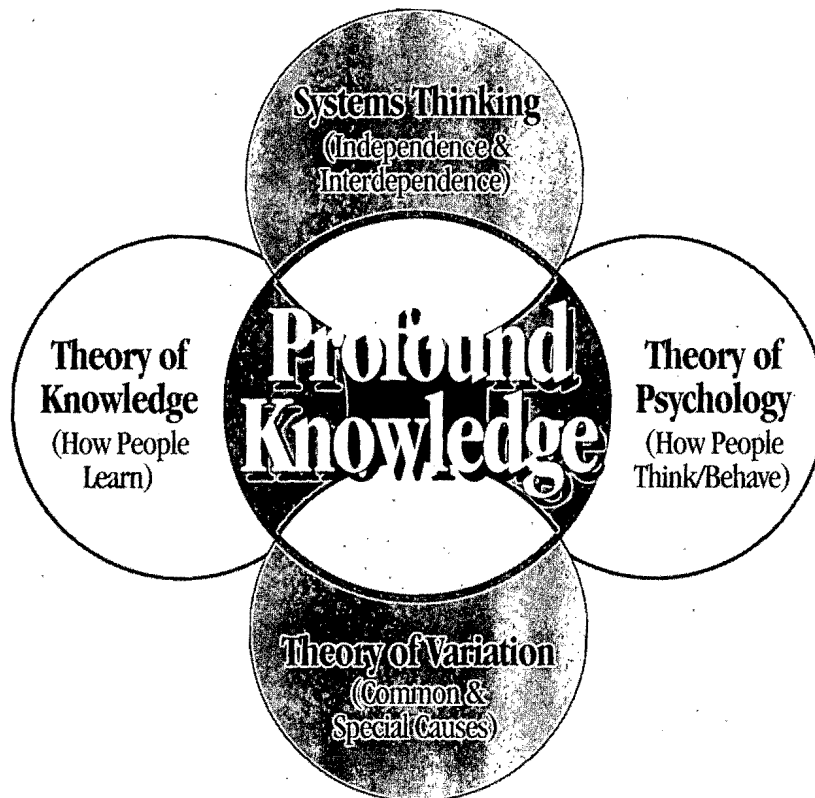
By approaching the problem through quality principles, Dr. Davis and the leadership team discovered that the budget process was very clear at her level but it wasn't at the school level. The problem was with the process itself, not the principals. They wanted to turn their reports in on time but were unable to because of the flaws in the process.

Dr. Davis is working with the leadership team to improve the budget process so that it is consistent from school to school and to assure a higher level of involvement with streamlined processes. Administrators in Granville County have high hopes for the timely submittal of future budget reports.

Quality in an organization is a way of life, a philosophy of management. The foundation of quality is based on what Dr. W. Edwards Deming referred to as "profound knowledge."

The four components of profound knowledge include systems thinking, theory of variation, theory of knowledge and theory of psychology.

The following diagram represents the interdependence of the four basic components working in unison to create profound knowledge. The synergy of these segments is vital to the results and efforts of the Quality Schools initiative and the long-term improvement of our public school system.



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THE WHITE HOUSE

WASHINGTON

March 6, 1997

MEMORANDUM

TO: Sylvia Mathews
John Podesta
Rahm Emmanuel
Don Baer
Bruce Reed
Mike Cohen

FROM: Marcia L. Hale *MLH*

RE: North Carolina

I thought you might find this interesting, in view of the upcoming trip to North Carolina.

attachments

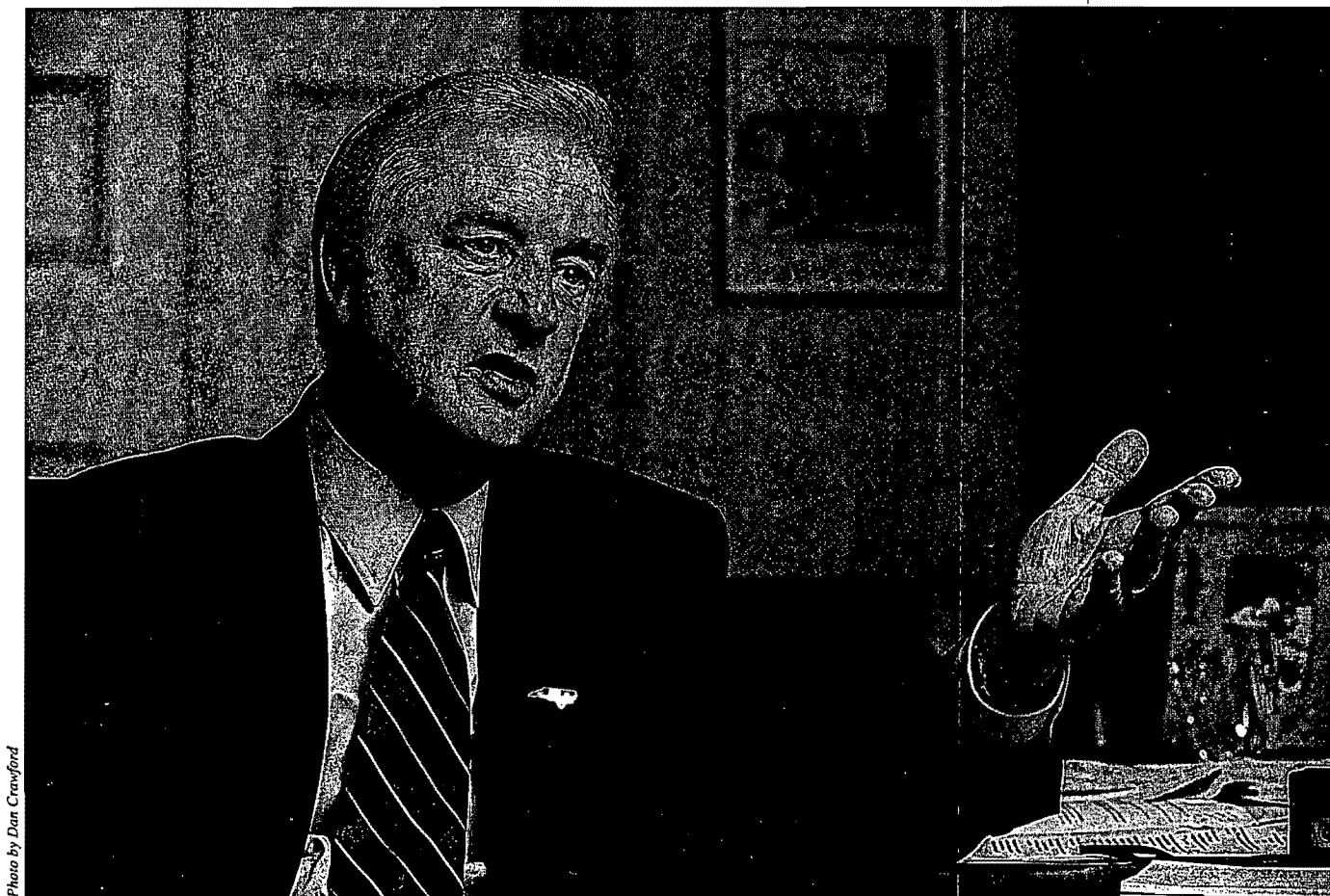


Photo by Dan Crawford

As he begins his 13th year in office, Gov. Jim Hunt is in the process of assembling his new team. 'We don't have the option of being average,' he says.

Hunt & History

Empowered by the veto as he begins an unprecedented fourth term, Jim Hunt says he will 'fight with all my might' to complete his agenda

JAMES Baxter Hunt Jr. will be inaugurated for a fourth, and apparently final, term as governor during ceremonies in Raleigh on Jan. 11. The swearing-in ceremony at Broughton High School — a site chosen to reflect Hunt's commitment to education — will be preceded by an inaugural ball the evening of Jan. 10.

Hunt has loomed large over North Carolina politics since he stormed out of Wilson County in 1972 to trounce four better-known rivals to capture the Democratic nomination for lieutenant governor, going on to become the first person to hold that office as a full-time job. He easily captured

the top office four years later.

Many other firsts have followed Hunt in the years since then, but two stand out above the others: he became the first governor to serve two consecutive terms when he was re-elected in 1979, and he will be the first governor to hold a veto pen when he begins his fourth term in office. Both of those events became possible only after voters agreed to amend the state constitution.

Hunt was a youthful 35 when he first moved into the Governor's Mansion. He is 59 now, a gray-haired grandfather of six who stays in robust health through weekend work at his cattle farm.

He sat for this hour-long interview con-

ducted in his Capitol office on the afternoon of Nov. 19. At his elbow was an oversized chart listing the 10 priorities he campaigned on, an agenda he said repeatedly during the interview that he will pursue aggressively in the four years ahead. Although he said he wants to avoid partisanship, he made it clear that he will not avoid bloody political battles when his pet projects are at stake. He ended the interview by saying his opponents "make a great mistake if they assume I will not fight with all my might" for his agenda.

The following is an edited transcript of the interview conducted by Editor Steve Tuttle, condensed a little to fit this space:

Q: Governor, you won an impressive victory in this last election, a race that most people expect will be your last campaign. What do you think the voters were saying about Jim Hunt?

A: Well, I think my election was not a victory for one person or one party but it was a decision by the voters that they wanted to reject negative politics and they wanted to vote for their future, specifically they wanted to vote for this agenda of action right here (indicating his 10-point agenda). If there has ever been a campaign where a candidate has laid out exactly what he wanted to do and would do if elected it was this campaign for governor. What I want to make clear is that the people have made a decision about what they want us to do to build for their future. And that's important, it's not just somebody won. It is much bigger than that.

Q: In your opinion, how will day-to-day politics be different for the next session of the General Assembly?

A: I hope very much that everyone in the legislature, Democrats and Republicans alike, will set aside partisan politics and work for what is best for our people and for what the people have said in this election. The last thing they want us to do is play partisan political games. I want to work with everybody in that legislature, Democrat and Republican, and I will make every effort to do that but I am truly committed to carrying out these goals that I offered to the people and they voted for.

Q: I imagine you are already preparing the budget message that you will present to the General Assembly when it reconvenes. Do you anticipate proposing any new programs that will require new spending? I imagine you will have to given the goal of raising teacher pay to the national average.

A: Those are not new programs, they are a continuation of things we have been doing, but I would say that the major additional spending items will be expanding Smart Start to statewide and raising teacher pay to the national average. We believe that will involve another \$200 million a year. But that is less than 1 percent of our budget and we can do this if we put these things first. Some of these (other priorities in his 10-point agenda) involve very little additional spending.

Q: And some would save money.

A: Exactly right. But I am also going through an interesting process with regard to our (administration) transition efforts. I am deeply involved in that in order that we carry through our responsibility and have

continued

'These Are Not a Bunch of Vague Promises'

HERE is Gov. Jim Hunt's 10-point agenda he says he will pursue over the next four years, with excerpts of comments he made about each one.

1. **Expand Smart Start statewide.**

"Everywhere I've been (during the campaign) I would say if I'm elected this is what I want us to do and the people said yes to that."

2. Make schools safer from guns and drugs and violence. "I will get guns and drugs and violence out of the schools in North Carolina and get parents and order and discipline back in."

3. **Raise standards and raise teacher pay to the national average.**

"This is not a teacher issue, this is a parent issue. We as parents and grandparents want our children to have the best teachers and if we are going to have them we have to pay for it because we have to compete for them in the market place. Business understands this very well; they pay competitive salaries so they can get the best. If they didn't their business would do badly. We have to do the very same thing and that is a specific commitment."

4. **Reform welfare with Work First.**

"I've got already more than 2,400 families off of welfare and into jobs. By the year 2000 I want every able-bodied welfare recipient off welfare and into jobs or into job training. I am serious about that. I visited these Work First participants everywhere I went around the state, I talked to them about how they made this transition, how is their job coming, how much money they were making. They would said I used to draw \$250 a month in welfare and now I earn \$1,000 a month."

5. **Crack down on deadbeat parents.**

"I said that by the year 2000 we wanted to collect another \$140 million a year for the children of deadbeat parents, and that requires very aggressive enforcement of these laws. By the first of December, if they don't pay for their children we are going to be able to get their driver's license."

6. **Putting violent criminals behind bars and make them work.**

"Now this is going to take a huge amount of work. We need to increase the penalties of certain crimes like drug crimes and make them serve even longer. If we

continue to build prisons we will be able to keep them behind bars longer. But I want to expand our work program to get more of them working. I want to have every prisoner that we can have working, from a security point of view."

7. **Fight juvenile crime with punishment and prevention.**

"This may be one of the areas where you see the greatest changes. This is one area where crime is on the increase instead of the decrease and I want us to try juveniles who have done adult crimes to do adult time. I want to have more prevention — the kind of thing I've been doing every week as a (school) volunteer. I want to challenge a lot more business people and citizens in this state to personally give of their time to prevent crime from happening in the first place."

8. Compete aggressively for jobs and economic growth. "We are going to carry out (the tax incentives package) very, very aggressively. We have already had wonderful results from that."

9. Reduce pollution. "I am very committed to this. We have one of the most beautiful states in America with a very fragile environment. All of these rivers are a source of (drinking) water, which itself means jobs and a place where people can live with real quality. But we have got to reduce pollution in the rivers and in the air. The things that are killing the trees in western North Carolina and stunting them all over the state, we've got to deal with that."

10. Cut wasteful spending and holding down taxes. "Two years ago I recommended we cut out 2,000 positions in government. Last year I recommended we cut out 1,000. It amounts to \$200 million (in possible savings) two years ago, \$100 million last year. Every year I am governor we will cut wasteful spending, cut bureaucracy, we will find more ways to do things efficiently. We have cut taxes \$1 billion in the last four years. People know I want to cut taxes where we can. But our No. 1 responsibility now has got to be education."

Summing up this agenda, Hunt said "these are not a bunch of vague promises. These are very specific commitments and things that I asked the people to consider and if they support them to vote for me. And I think they did."

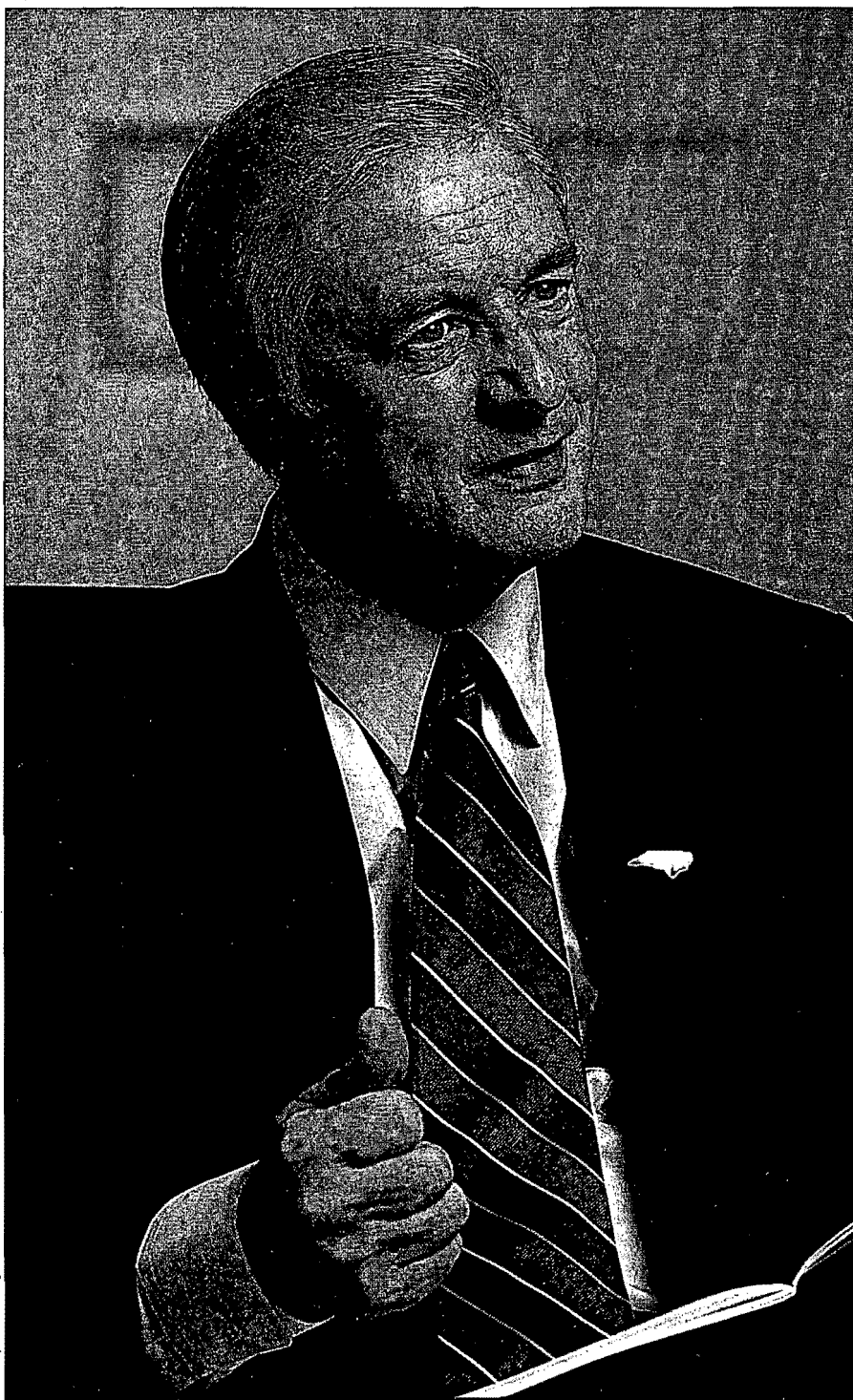


Photo by Dan Crawford

the best people working for North Carolina.

Q: What steps you are taking to formulate your team for the new term?

A: We don't have the option of being average. Our obligation is to have the very best team in place we can possibly find and to do things in the best way we can do them. So I have a committee chaired by former secretary of transportation Sam Hunt, Secretary of State Janice Faulkner, Ed Turlington, Joan Weld and additional people — including especially a lot of good busi-

ness folks — who are going to help me collect information about how every department is doing, about how every major division within the department is doing. I am not sitting here saying "people have voted to have us go forward for another four years doing things just like we have done these four." No. People have voted to have me lead this state, accomplish these goals, but our job now is to have the best team in place, have the best approaches developed so we can do even better.

Q: Will this committee, in addition to recommending the secretaries and assistant secretaries, also recommend revamping some of the Cabinet departments?

A: I think they will recommend that.

Q: Have you focused on any specific revamping of the administration?

A: I am looking at all of it. And I am not prepared to get specific in this conversation. Let me say to your readers I want any ideas they've got and they can write to me at 200 North Blount Street, Raleigh, 27601. I'm very serious about this. And again I'm not here as a partisan. I am here as someone elected by Democrats, Republicans and Independents. And I want us all to work together to do our very best.

Q: If you were a first-term governor, someone very new to the job, it would make sense that you would invite all this input on personnel and department reorganizations. But isn't it striking that after 12 years in office you would be reaching out this way?

A: It may be a little striking or a little surprising but I have learned that while I think I have good ideas and people around me do, people all over this state have good ideas. We don't have a corner on the best ideas. I'm going into my fourth term as governor and I want the people to know I've learned enough to know I don't have all the good ideas and I want them from everybody who will share them and I also want them to be a part of this process whether they supported me for governor or not.

Q: You first called for the gubernatorial veto 20 years ago. Now that you have the veto, how will it change the way you work with the General Assembly?

A: I have always worked closely with the General Assembly. I have always had a great respect for them. And I have always had a lot of discussions with them. Every time the legislature meets I have innumerable legislators sit right in the same chair you are in, sit in groups around this desk, meet with them at the mansion or other places and talk with them about the agenda I believe I was elected on and listen to them about their ideas. I believe the veto means that a governor can be more effective in doing this. But the governor has to work hard at this, the governor has to respect the legislators as the ones who make the laws and pass the budget. I understand the roles we each have. But the governor should work with them and now, of course, will have a final up or down voice with regard to the things that are done. But I said the other day it suits me if I never have to use the veto.

Q: Senate President Pro Tem Marc Basnight says he will seek legislative ap-

proval of a constitutional amendment limiting the length of legislative sessions. What is your opinion of that idea?

A: I would love to see the legislative sessions limited in length. I don't know which process is most appropriate to do it or most effective to get it done but I think the legislative sessions are too long and at the end have been too acrimonious. I think one approach to that, incidentally, is for us to work more cooperatively at the beginning of the session. And this time I really want to sit down with the legislative leaders even before the legislature begins and talk with them about this and other ideas and see how far we can get in trying to agree on what we want to do these two years. You are not going to get everything worked out in advance, I know that, but to the extent that we can join together and cooperate, that can very well limit the length of the session. You have seen me work as governor the last couple of years and you know that I am open and anxious to work with both parties. I think this time — given the division of power and responsibility we have — is an excellent time to show how well we can work together.

Q: It has been observed that, generally speaking, the November elections were very good for incumbents, many of whom — like yourself — have served for many years in office. There is a lot to be said for having that type of experience, but do you ever worry that North Carolina's political leadership is becoming bottlenecked at the top, that younger people with new ideas are being held back?

A: I'm very anxious to see that that does not happen. I hope the next four years will be years in which a governor does the most to encourage young and new leadership for our state's future. I intend to work hard at that.

Q: To prepare for this interview, I read over our three previous cover stories on you after your elections as governor in 1976, 1980 and 1992. In the first of those stories you were asked by my predecessor where you stood on the right-to-work law and about your plan to reform the Utilities Commission to create the Public Staff. I got the impression that business leaders were a little suspicious of you at first, whereas now the corporate community is among your most loyal supporters. I guess the question

is: Did you change or did they change?

A: I'm glad you raised this question. My experience and longevity in this job have given me an opportunity to evaluate what is happening in this state and why. I would say to you that one of the biggest reasons we are making progress in education, and we still have a long way to go, is because of the business community. And as I work for education — and that is my No. 1 priority as you know — I need partners. There was no stronger leader in the state in education matters than Bill Lee. The same thing can be said of Ed Crutchfield, Hugh McColl and Bud Baker and John Allison, Bob Ingram, the leaders at IBM and other companies around the state. As Jim Hunt has learned how to govern and lead North Carolina, I have found that you do it hand-and-hand with the business leadership and without them you can't succeed.

Q: The public impression is that you have grown more conservative over the past years you have been in office. Is it true that you have become more conservative or has the public perception of those issues changed?

continued

A: I think some of both. I have learned more about how things work from being in the public sector and being in the private sector. I have become more skeptical of how much government can do by itself and more appreciative of the vision and vitality of the private sector and what we can do when we work as partners. Working as partners means government doesn't try to run the deal totally. Admittedly, when I was governor as a young man I had a lot to learn, everybody does when you become governor. But I have learned a lot and I think I have found a way to get things done. Smart Start is a public/private partnership and many of our (other) initiatives in schools are; raising standards — business people helped us set those standards and said we've got to get to the national average; welfare reform and cracking down on deadbeat parents are initiatives that can save money and (restore) responsibility and require people to work hard. There really have been three things in my election this year: (1) help children get a Smart Start and give them the best possible educational opportunities and help see that we have good jobs — that's opportunity; (2) personal respon-

sibility and hard work; and (3) fighting crime and making communities safer. These are fundamental things, liberal or conservative, you can argue either way, but they are practical, common sense, get-things-done kind of approaches. Frankly, I suggest this agenda defies a label. Labels don't serve much purpose any more, to be honest.

Q: Now that you have the tax incentive package as an additional tool in economic development, what will your industrial development priorities be over the next four years?

A: They will be to get the best, highest-paying jobs. That means putting into effect Smart Start and improving schools and education, focusing more on skilled development and the kind of research and development things our universities can help us with. That is all about getting the workforce the best we can have it, (from) those that do the most menial jobs in the factory to those who develop new products and services in laboratories. Second, we will work even harder in building infrastructure. We just got a commitment to move forward vigorously on our transportation system, our highways, our roads, our bridges, and we

have a strong commitment to the railroads. Our plans will include a continued emphasis on greater exports. We have had tremendous success with the furniture industry. I created the Furniture Export Office; furniture exports increased 20 to 30 percent. We will continue to work on financing. I want the next four years to be a special focus on new businesses and creating new enterprises, fostering entrepreneurship. I will be working hard to increase the amount of venture capital by several times over in this state.

Q: How will you do that?

A: I am looking at a variety of ways. The legislature has had three or four different proposals in the last few years and we never got people behind any one of them. I intend to do that this time.

Q: Do you have a favorite (among the various proposals for increasing venture capital)?

A: No, I'm still looking at that. The point is we have to get together and decide which way we want to go and get people behind it so we will have hundreds of millions of dollars more in venture capital available in this state. The final thing I want to say on this is I have a deep commitment in my heart to help the less developed areas have good jobs. I come from a county where unemployment has ranged up to 13 percent at times over the last couple of years. The William S. Lee Quality Jobs and Business Expansion Act makes a very historic commitment toward the ten most economically disadvantaged counties, with tax credits of \$12,500 per new job created. We are going to focus on strategies to help increase investment and job creation in areas where they need it the most. In addition to the poor counties we ought to look at how we can do this in the poor sections of existing cities. If you have an area in Charlotte, Greensboro, Raleigh that doesn't have jobs, people don't have a way to get out to some of these industrial parks, let's provide an extra large tax credit in that area. This is like the enterprise zone approach, which I think has a lot of merit.

Q: Will you have a focus on specific industries? At one point you talked about attracting more automobile-related industries.

A: We will keep working on that, but in general I want to get the highest-paying jobs for our people. I want to continue a focus on our traditional industries.

Q: Can you imagine any scenario two years from now in which you would run for U.S. Sen. Lauch Faircloth's seat?

A: No, absolutely not. By the way, as I

look back on these notes, I'm not sure you asked this directly, but I think it should be noted that in addition to passing the William S. Lee Quality Jobs and Business Expansion Act we also had our Supreme Court rule on the *Maready* case in favor of reasonable incentives to provide jobs. That was a very important decision and, I might add, made by a Supreme Court primarily made up by Jim Hunt appointees.

Q: When you were first elected governor you were a young man in your 30s with four small children. You raised them in the Governor's Mansion very much in the public eye. Now you are a grandfather. How has being governor changed Jim Hunt and how has Jim Hunt changed the office of governor?

A: Let me answer the second one first. I hope I have changed the office of governor into one where the governor is more than somebody who just runs, who is the top executive who prepares a budget and a legislative package. I hope I have enlarged the job to the point where the governor very clearly is out there creating partnerships with the private sector, working very hard

encouraging people to make things happen in their own communities. I think we have at least set a new kind of standard in which the governor is a leader for partnerships with business, with citizens, with non-profit organizations. And I can tell you a lot of governors don't do it that way. They just think about what government by itself can do. I also hope I have changed it in terms of looking ahead and digging deeper. Smart Start is an idea about starting much earlier and trying to prevent bad things from happening rather than just sitting there waiting for them and pouring tons of money into it after it's broken. Business people now do that routinely. Years ago businesses just fixed defects. Now their idea is to create products that are defect-free.

How has this changed me? I don't think that's really an important question. It's put some gray hair in my head. I would say that it has made me value more the results of people rather than just personal things, partisan triumphs. I know political parties are important, you have to have leaders who desire to do well, to succeed and win elections. But I now

value the people most who help me get things done, whether that's in the (1995) crime session to pass 33 out of 36 bills (the governor proposed) to make our state safer or in the just-completed session where I had to fight with all my might to get some funds for Smart Start, to increase teacher pay, to reduce class size. In some (of those legislative battles) I had some support from Democrats and in some I had support from Republicans. Listen, you're looking at a man who wants to get the job done. That is why people should not underestimate my commitment now to this agenda. People sitting around saying, well Jim Hunt just happened to get elected but that doesn't mean anything's changed in terms of whether Smart Start ought to be expanded, whether teacher pay ought to be raised, whether or not we ought to get more serious about juvenile crime. And they make a great mistake if they assume I will not fight with all my might for what I think the people have just done. And I am looking for friends all across the board, Democrats, Republicans or Independents, to help me get that job done. **NC**



Setting Higher Standards

Business leaders can help by attending the education summit in March

ONE underlying characteristic of every great society is its strong system of education — an educational system that equips young people to take on life's challenges and to build a career that enables them to start and support a family. But let's not kid ourselves — the goal of education goes well beyond simple job readiness. We must prepare our nation's young people to become educated citizens who can function in a democratic society and give back to their community.

This asks a great deal from our schools. Requirements for student performance established at the beginning of this century are not adequate for the next. While many of our high school graduates struggle to meet an eighth-grade level of competency, jobs are becoming more high tech — even in traditionally "low tech" areas like manufacturing, distribution and the service sector. Yet we still look to teachers already struggling to manage increased discipline problems and other effects of our social ills to educate our children and incorporate new methods and technologies in the classroom. The challenge can seem overwhelming.

In many ways, we have met that challenge very well. All across this state, teachers, school administrators, government leaders, business people and parents have united their efforts to improve our children's learning process. Our educational system has improved in North Carolina. The results are evident. New, innovative programs are under way. Children are learning.

But more needs to be done. Business has an increasingly critical role to play in the partnership to develop and support the quality education of our young people in the 21st Century. If we as business leaders expect the educational system to produce graduates qualified to enter the workforce — without the need for remedial training on the job site — then business leaders should play an active role in

BY ROBERT A. INGRAM

helping educators understand the skills that business needs in those graduates, and help them get there.

In 1996, I attended the National Education Summit with Gov. Jim Hunt, representing the business interests of my fellow CEOs in North Carolina. If I learned one thing there, it is that we as a community need to develop higher standards in our school systems. No successful business person would ever start a production line without knowing what the finished product is going to look like. The same needs to be true of our schools. If education is the process, then we ought to have a vision of the finished product — a well-educated student — and develop the standards to get us there.

But establishing standards isn't enough. The appropriate people should be held accountable for meeting those standards — including teachers, students and parents. But if teachers are to be held accountable, then they must also have the authority to do what needs to be done to ensure that our children truly learn. And when they succeed, they should receive incentives to continue a job well done, including the salary and merit pay they deserve.

Education is an investment, not an expense. In my industry, it takes 12 years on average to discover and develop an innovative medicine — the same time that it takes to educate a child from first grade through high school. At Glaxo Wellcome, we invest, on average, \$350 million to discover and develop a new drug. How much are we as a society willing to invest in the life and future of a young person over that same 12-year period?

I'm proud to work for a company like Glaxo Wellcome that believes so strongly in the importance of education that we support continual improvements in education at all levels. And we do that with a variety of resources: with millions of dollars in contributions; with computers, science equipment and other in-kind donations; and perhaps most importantly, with leadership and the power of em-

ployee-volunteers who are dedicated to improving the quality of education one-on-one.

But all of Glaxo Wellcome's efforts and resources will amount to only a ripple in a pond if all of us as business people interested in education fail to combine our efforts to tackle the wide range of challenges facing our schools. No matter what the size of our business, we all have a role to play. We can provide leadership and resources to help set the standards by which our students must perform. We can provide financial support, or in-kind donations. We can sponsor internships and teacher training programs, or encourage employee volunteerism. Whatever our contribution, we can be long-term supporters of quality education in North Carolina.

Just how we in business might help school administrators and teachers will be the topic of discussion at our own statewide business summit for education on March 20-21. At Gov. Hunt's request, Glaxo Wellcome and IBM have agreed to host this statewide summit as an outgrowth of the National Education Summit.

This statewide summit will bring together business leaders, educators, government officials and others interested in education to set higher standards and assessment, develop accountability for achievement, and explore the role technology can play in helping students reach these higher standards.

I am committed to education because it breeds enterprise, which brings jobs and opportunity and economic vitality to our communities. Education solves the problem of infant mortality and morbidity, and helps attack a host of other health-related and societal issues. Education lowers crime and raises the level of discourse in a democracy. And education brings us the finer things in life, like art, music and culture, and an understanding of and appreciation for people who are different from ourselves.

Education is a community responsibility. Our leaders in education, our principals, our teachers all need the support of business, of government, of parents and the community to help build a future of opportunity for our children.

Robert A. Ingram is president and CEO of Glaxo Wellcome Inc. in Research Triangle Park. The company has more than 6,000 North Carolina employees.

James B. Hunt Jr.
Governor



State of North Carolina
Office of the Governor

For Release: IMMEDIATE
Date: February 11, 1997

Contact: Sean Walsh
Phone: (919) 733-5612

GOV. HUNT'S STATE OF THE STATE: "PUT EDUCATION FIRST"

RALEIGH -- Gov. Jim Hunt today challenged legislators to join him in a four-year commitment to improve North Carolina's schools by raising teaching standards and pay to the national average and putting Smart Start in place in every county.

"We meet today with a common purpose and a common resolve -- to put education first," Hunt said in his State of the State address before a joint session of the General Assembly. "This commitment is far more important than party or politics. It is a commitment that will determine our future. Our challenge is to act on that commitment in this session -- starting today.

"This year, let's get focused. Let's concentrate on the two things that we know are most important to our children's education. Stick with them for four years. Make this commitment to our children's future, and you'll see our schools and our children compete with anybody, anywhere."

Hunt urged legislators to recruit and retain the best teachers by raising the starting salary for teachers while boosting their education and training. Hunt also urged legislators to raise standards and pay for all teachers, with the highest increases going to the highest achievers, including those seeking a license to teach, a continuing license and tenure. License and tenure requirements would be toughened, and Hunt is proposing making it easier to get rid of bad teachers.

During his speech, Hunt recognized 11 teachers from across the state who joined First Lady Carolyn Hunt in the House Gallery. "Teachers have difficult and demanding jobs. They work long hours every day. Grade papers at night. Stay late for parent conferences. And worry endlessly about our children," Hunt said.

"Do you know what the starting salary of a public school teacher in North Carolina is today? It's just \$21,330 a year. And the top salary -- for the most experienced and most qualified teacher is less than \$43,000. That's wrong. So I am proposing that by the year 2000, we raise the starting salary for teachers to \$25,000 a year. And I am proposing that we raise the pay for our best and most experienced teachers to at least \$53,000 a year.

"What I am talking about is a pay raise for all teachers and higher pay raises for teachers who meet higher standards," Hunt said. "It's the least we can do for the most important and hardest working people in North Carolina."

North Carolina currently ranks 42nd in teacher pay, and one-third of teachers leave the profession by the end of their third year because of low pay, safety concerns and little time for planning or professional development.

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In addition to higher standards, Hunt is proposing:

- A 12 percent salary increase for teachers who receive national board certification through the National Board for Professional Teaching Standards, which Hunt chairs. Teachers now get a 4 percent raise. North Carolina was the first state in the country to reward teachers who receive board certification with annual bonuses and leave time to complete the rigorous, year-long process, and has more board-certified teachers than any other state.
- A 10 percent salary increase for teachers who get their master's degree by 2000, coinciding with improvements in college teaching programs -- up from the current 6 1/2 percent.
- Extra pay for extra work. Hunt wants to pay teachers more when they take on added duties like starting the school year early, mentoring new teachers or helping students who are falling behind.
- Continuing to reward teachers with a \$1,000 bonus when their schools exceed expectations under the ABC plan.

Hunt also urged legislators to expand his Smart Start early childhood initiative for children under six to all 100 counties in the next four years. The program is now underway in 43 counties, with 12 more in the planning stages.

"What we can do in state government is be a catalyst for children," Hunt told legislators. He referred to a recent issue of *Time*, which focused on brain development research that found that 85 percent of a child's brain develops within the first three years. The article also cited Smart Start for its efforts to provide quality child care, health care and education during those years.

Hunt called for bipartisanship, but also made it clear that he wouldn't take no for an answer. "I have no patience with those who say our schools are broken and cannot be fixed. They are wrong. Even some in this chamber today may not believe that North Carolina can have truly excellent schools. They are wrong.

"Let us be clear why the public schools exist," Hunt said. "They do not exist for elected officials. They do not exist for ideologues. They do not exist for parents or teachers or principals. They exist for our children. To educate them and prepare them for a changing and competitive world.

"Now we have a new challenge for a new century. A challenge to provide our children with an excellent education and a Smart Start. And in the next century, our successors and our grandchildren will measure what we do here by two questions: Did we help children get a good start in life? Did we give our children excellent teachers and excellent schools?"

Gov. Jim Hunt
State of the State Address
A Challenge to North Carolina: A New Commitment to Education
February 11, 1997

Mr. President, Mr. Speaker, Mr. President Pro Tem, members of the General Assembly, distinguished guests, my fellow North Carolinians.....

We meet today with a common purpose and a common resolve -- to put education first.

This commitment is far more important than party or politics. It is a commitment that will determine our future.

Our challenge is to act on that commitment in this session -- starting today.

Nothing else we do will be as important. Nothing.

So I come here today to ask you to dedicate this legislative session to the cause of better public education. I stand ready to work with you to make this the most important education session in North Carolina's history. Let's join in that commitment today.

Let me say first of all, that I have no patience with those who say our schools are broken and cannot be fixed.

They are wrong.

Even some in this chamber today, may not believe that North Carolina can have truly excellent schools.

They are wrong.

Let us be clear on why the public schools exist. They do not exist for elected officials. They do not exist for ideologues. They do not exist for parents or teachers or principals.

They exist for our children. To educate them and prepare them for a changing and competitive world.

And the schools are doing a better job than their critics admit. Last month, a national report ranked North Carolina's schools among the top twelve in the nation. It gave us high marks for setting academic standards, assessing student performance and providing equitable resources.

In short, North Carolina's schools are not 48th. Let's give our schools the credit they deserve!

But that report did offer a valid criticism. Too often, our zeal and our good intentions led us in too many different directions. Adopting too many reforms that confuse teachers and complicate the job of educating our children.

This year, let's get focused. Let's concentrate on the two things that are most important in our children's education. And let's stick with these two things, until the job is done.

Here are the two things I challenge North Carolinians to do over the next four years:

Number 1, put Smart Start fully in place in all one hundred counties.

Number 2, raise education standards and raise teacher pay to at least the national average.

Do these two things. Stick with them for four years. Make this commitment to our children's future. Because our schools and our children must be able to compete with anybody, anywhere.

Seated in the Gallery today with Mrs. Hunt and Dr. Jay Robinson are some of North Carolina's teachers. Next to being a parent, they have the most important job in North Carolina. Please join me in paying tribute to them and all our teachers.

Teachers have difficult and demanding jobs. They work long hours every day. Grade papers at night. Stay late for parent conferences. And worry endlessly about our children.

But do you know what the state pays a beginning public school teacher today? Just \$21,330 dollars a year. And the top salary -- for the most experienced and most qualified teacher, who has taught for thirty years -- is less than \$43,000. That is wrong!

Is it any wonder 30 percent of our teachers leave in the first three years?

Just last week, I got a letter from concerned parents at Root Elementary School here in Raleigh. One their favorite teachers, Kathleen Hagerty, has left to take a job at almost double her current salary. She left because she did not earn enough to pay her living expenses and pay back the money she borrowed to get her masters' degree.

The parents wrote: "We are all extremely disappointed. Her leaving is a great loss to our school."

North Carolina's teachers deserve better. They deserve greater respect. They deserve greater support from parents, students and all of us. And they deserve better pay.

So I am proposing that by the year 2000, we raise the starting salary for teachers to \$25,000 dollars a year. And I am proposing that we raise the pay for our best and most experienced teachers to at least \$53,000 dollars a year.

If we do this, we will attract the best teachers, we will keep them in our classrooms, and we will take a giant step toward giving our children the education they deserve. Let's make this commitment and take this step forward this year.

Let me be clear about this -- I am not talking about simply raising pay across the board without regard to experience and qualification.

First and foremost, I am talking about paying better teachers for better performance. Paying a bonus up to \$1,000 dollars when their students learn more under the ABC plan. A 12 percent bonus for earning national-board certification. A 10 percent bonus for earning a masters' degree.

I am talking about raising academic standards, holding students and schools accountable for their progress, and making sure students learn the basics and the skills they need to get a good job.

I am talking about paying teachers more for extra work, like starting the school year early, mentoring new teachers and helping students who are behind.

I am talking about increasing starting salaries by nearly 20 percent so that we can attract more bright young people into the profession.

I am talking about making sure these new teachers are better trained and get a full year of experience in the classroom before they even start teaching.

I am talking about extra pay raises in years when they pass tougher evaluations and meet higher standards -- such as when they first earn their license, earn their continuing license and earn tenure.

I am talking about making it harder to earn tenure and easier to get bad teachers out of the classroom. Some people say bad teachers shouldn't get a pay raise. I agree. They should get a pink slip.

What I am talking about is a pay raise for all teachers and higher pay raises for teachers who meet higher standards. It's the least we can do for the most important and hardest working people in North Carolina.

Some people say we can't afford this step forward. But the cost of reaching the national average is just 2 percent of the total state budget over the next four years. 2 percent.

Surely we can afford that.

Surely we can afford to pay our teachers a decent wage. A wage that shows we value all that they do. That helps us attract and keep the best and brightest in the classroom.

Surely we should require that every school and every school system be run in a way that best serves its students, teachers, parents and taxpayers. That means we should send in special audit teams to review the performance of schools and school systems and bring about changes when they are needed.

Legislation to accomplish this goal will be introduced in both the House and Senate. It will put into action our plan for excellent teaching -- as well as higher academic standards, workforce training and technology. It will be called the Excellent Schools Act.

I urge you to pass it this year.

I urge you to pass it, so we can recruit and retain the very best teachers for our children.

I urge you to pass it and enable our public schools to take this big step forward in these four years.

Higher standards and better teachers, that's number one. Let's talk now about the other big step we need to take.

It's really the first step in the life of a child.

It's one where North Carolina is already leading the nation. It's one that can have the greatest impact on our children and their future. It's Smart Start.

We're not just talking about budgets and programs here. We are literally talking about children's brains, and how quickly they develop and grow.

Time magazine last month devoted an entire issue to this subject. Last week the nation's governors devoted much of their conference to it. Democratic and Republican governors alike are focusing on it.

This is coming from new scientific research and discoveries.

Scientists have found that the brain grows faster and develops more fully when a child is held and talked to and hugged and loved. They have found that eighty-five percent of the brain develops in the first three years. Eighty-five percent.

That's why children with good parents get a good start. That's why good day care is so important. That's why children who are neglected and abused are hurt for life.

You all have heard me talk about little children's brains for four years now. You might be getting tired of it. But now I've got science on my side.

My wife's known it for a long time, and she just wants to know why it's taken me forty years, four children and six grandchildren to figure it out.

Now, we can't guarantee every child a good family. And we can't set up a new public school system for children under 5.

What we can do in state government is be a catalyst for children.

What we can do is get state and local government working together. Churches and businesses and community groups and health care providers working together. Local communities working together to meet the needs of children -- in your community and mine.

What we can do is put more public and private resources into those critical early years. And that's what Smart Start does.

In Mecklenburg County, Smart Start has helped child care centers double the number of children they serve.

In Lenoir County, the partnership is helping children who are not ready for kindergarten. Teaching them basic thinking, language and physical skills. Helping them catch up and enter school ready to learn.

In Stanly County, Smart Start is helping parents become their child's first teacher. And it provides a little extra money to help one parent stay at home during their child's first year.

This is what Smart Start is doing today in 43 counties. And this is why we need it fully in place in all one hundred counties by the year 2000. I ask you to make that commitment this year so our children will get the good start they all deserve.

Certainly we have many other responsibilities to meet in this session.

We have a responsibility to see that our schools and our communities are safer from crime, drugs and violence. We must continue to crack down on school discipline. We must devise a more effective way of dealing with juvenile crime. We must continue to lock up dangerous criminals and require them to work hard in prison. And we should act on the recommendations of John Medlin's Commission on the Future of the Courts -- to make sure that our courts are up to the challenge of the 21st Century.

We have a responsibility to keep our universities and community colleges among the best in the nation, with competitive faculty and facilities.

We have a responsibility to keep North Carolina ahead of the nation in attracting new jobs and new businesses. Last session you passed tax cuts and incentives that are working. Now we need to train workers for new and expanding businesses. And we should expand JobReady, our school-to-work initiative, statewide.

We must demand personal and parental responsibility. We must keep moving people from welfare to work and keep demanding that parents pay their child support.

We must help our people find good, affordable health care. We should help children get a healthy start. And we should expand and improve in-home care for the elderly.

We must keep our roads safe from drunk drivers. Lieutenant Governor Wicker is giving strong leadership in this area, and I urge action on his recommendations.

We must keep teenagers from smoking. Attorney General Easley is leading the fight to keep cigarettes out of the hands of minors and we should pass his initiative.

We must keep our environment clean. Last year we set up the Clean Water Trust Fund. We passed tougher animal waste regulations. This year we should go further, clean up our rivers, protect our drinking water and put leadership in place that will straighten out the mess in Marine Fisheries.

And we have a responsibility to pay for it without raising taxes. We cut a billion dollars in taxes over the last four years. We've saved taxpayers money and given them better value for their tax dollars.

We have shown what we can do when we put our state's future ahead of narrow political interests.

Now we face an historic challenge.

Last month, in my Inaugural Address, I called for a new commitment to public education. Today, I call for action.

It's going to take both branches of government and it's going to take both parties. It's going to take all of us working together.

Last year both parties worked to pass the \$1.8 billion school bond. And voters passed it with overwhelming bipartisan support.

Last month Speaker Brubaker and Senator Basnight both spoke of the need to focus on education during this session.

We can meet this new challenge.

We can meet it as North Carolinians have met challenges before.

As this Legislature did at the beginning of the 20th Century, when it created the public school system. Back then we had only a few local schools scattered around the state. Many were log cabins with dirt floors. Only a third of school-aged children were attending school. And some schools met only twenty days a year.

Governor Charles Brantley Aycock challenged the General Assembly to change that -- to give every child the opportunity to learn. Our state was poor, but the Legislature responded.

In one year the Legislature doubled its annual appropriation for public schools. They started building eight hundred schoolhouses to make public education available across North Carolina.

That Legislature met the challenge nearly one hundred years ago.

Just as the Legislature did during the Depression. In those days, schools all over the country were closing. Our Legislature took over most of the financial responsibility for education and kept North Carolina's schools open.

And the Legislature met the challenge in the early 1960's, when it committed North Carolina not only to universal education, but also to quality education.

Now we have a new challenge for a new century. A challenge to provide our children with an excellent education and a Smart Start.

And in the next century, our successors and our grandchildren will measure what we did here by two questions.

Did we help children get a good start in life?

Did we give our children excellent teachers and excellent schools?

Only you in this Legislature can provide the answer. Only you in this Legislature can make it happen.

I look forward to joining with you as this Legislature meets the challenge, makes history and leads North Carolina into the 21st Century.

Thank you. And God bless you.