



NC Network of Grantmakers Education Initiative

EDUCATION IS THE FOUNDATION

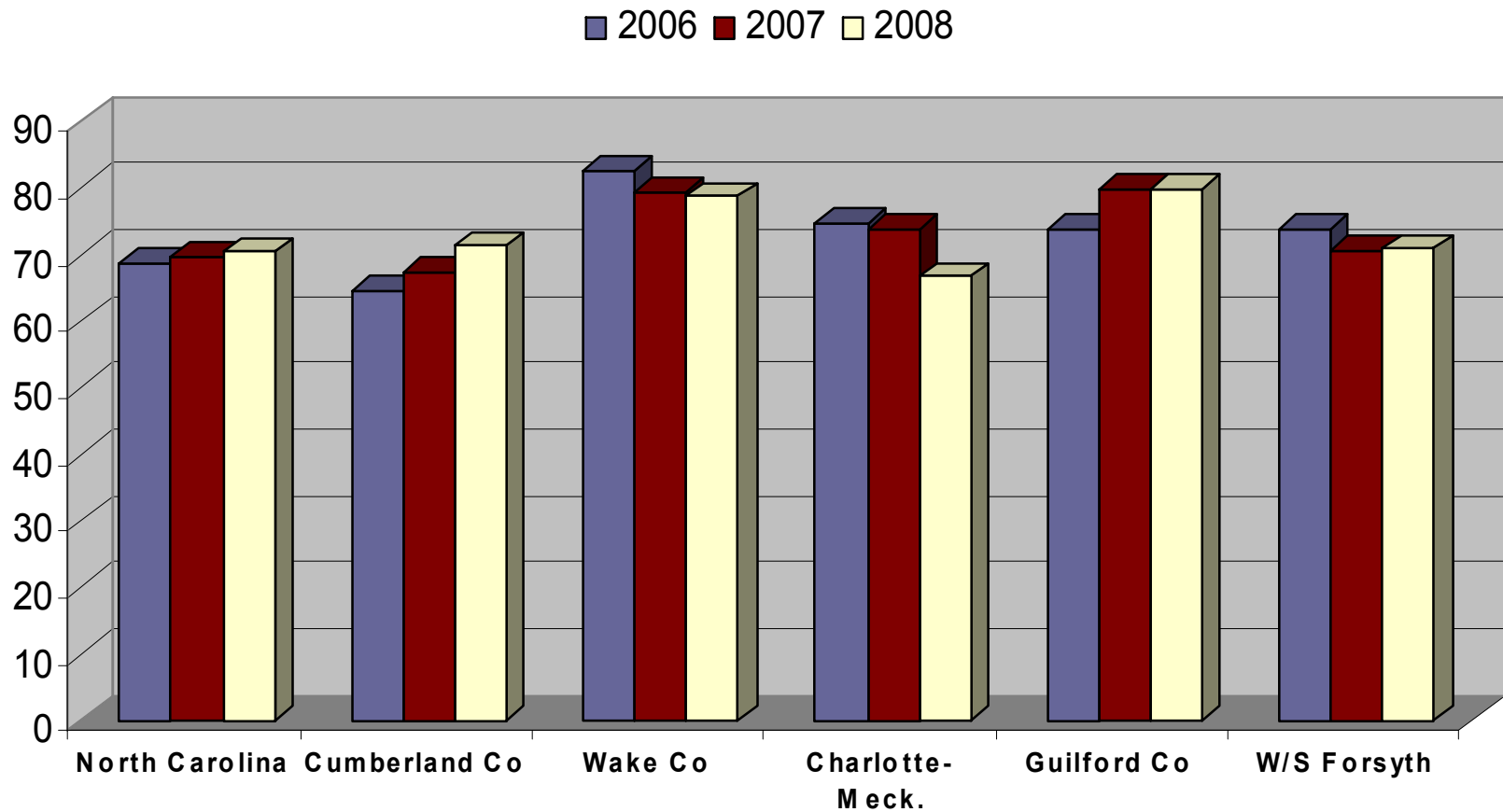
OF ALL SOCIETIES AND GLOBALLY
COMPETITIVE ECONOMIES. IT IS
THE BASIS FOR REDUCING POVERTY
AND INEQUALITY, IMPROVING
HEALTH, ENABLING THE USE OF
NEW TECHNOLOGIES, AND CREATING
AND SPREADING KNOWLEDGE.

From World Bank Millennium Development Goals



**NORTH CAROLINA
EDUCATION REPORT
2008** North Carolina Network
of Grantmakers

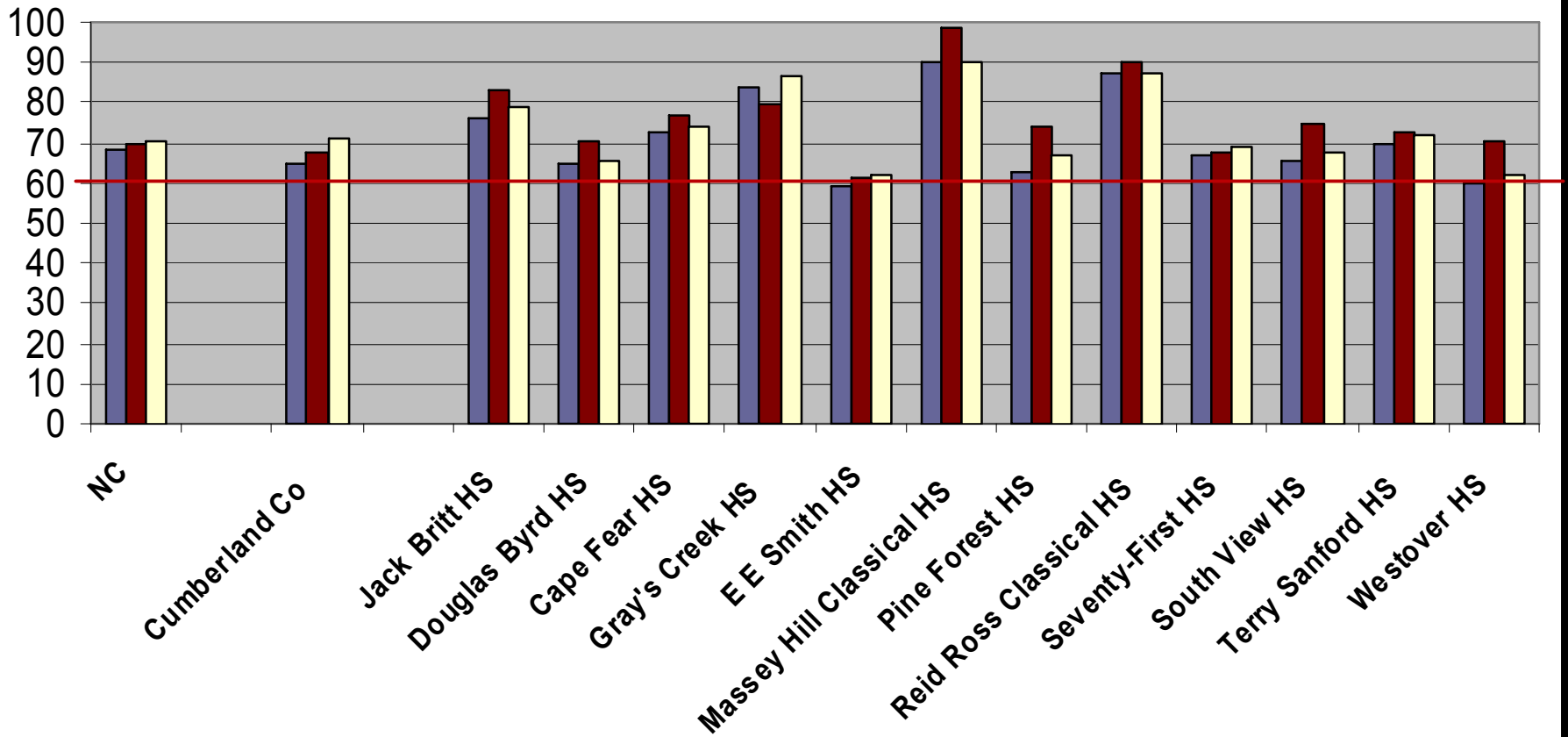
Cohort Graduation Rates



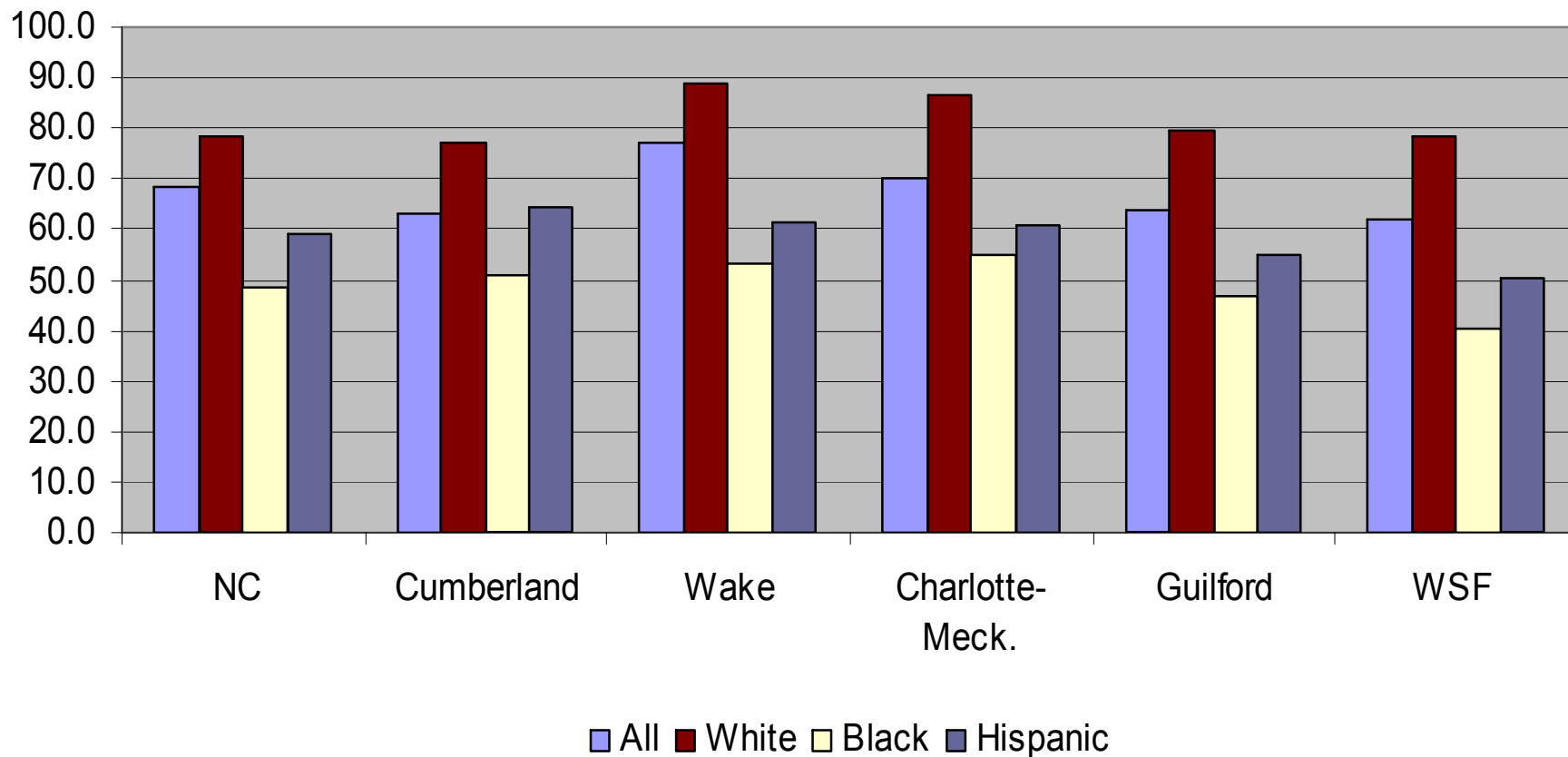
Cumberland High Schools Cohort Graduation Rate



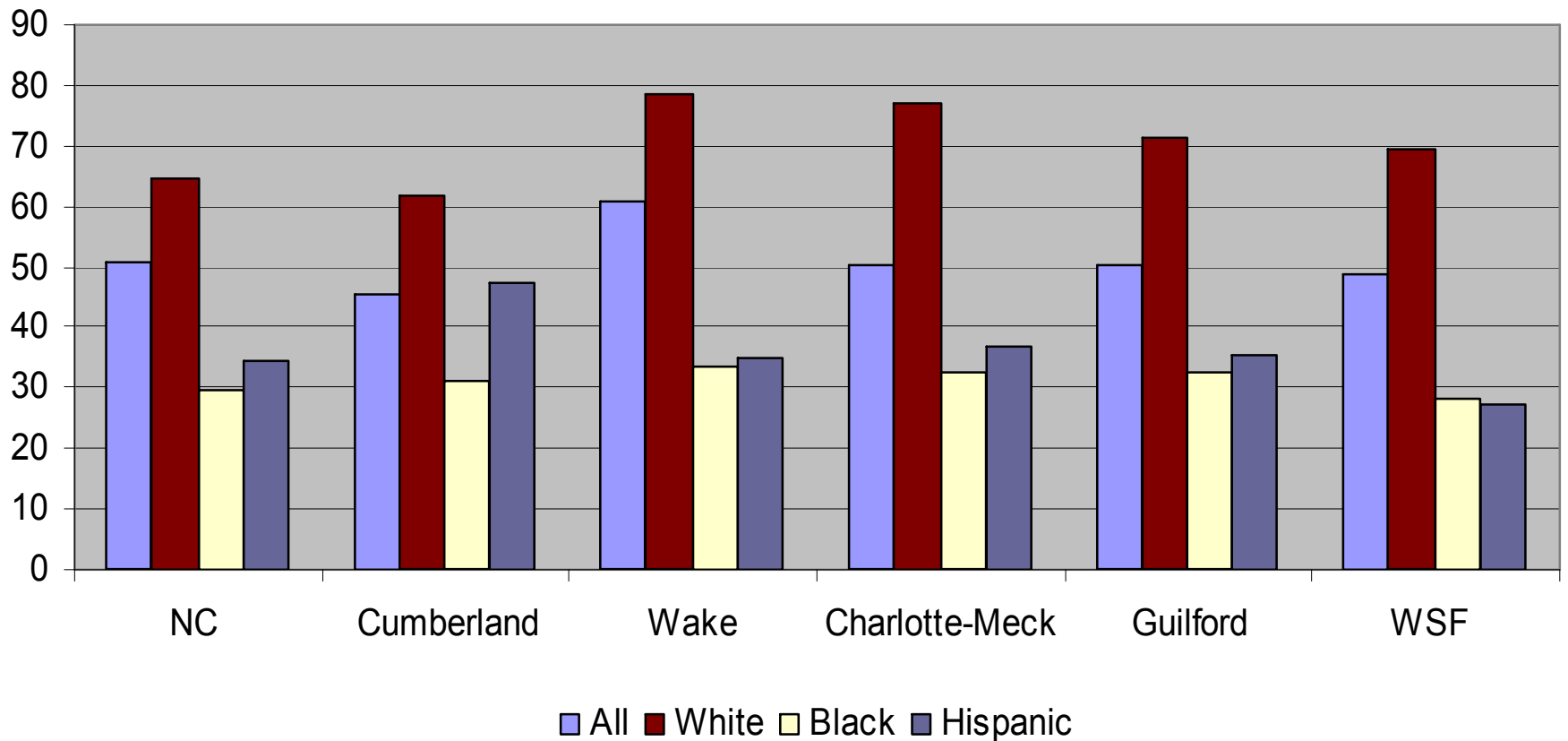
2006 2007 2008

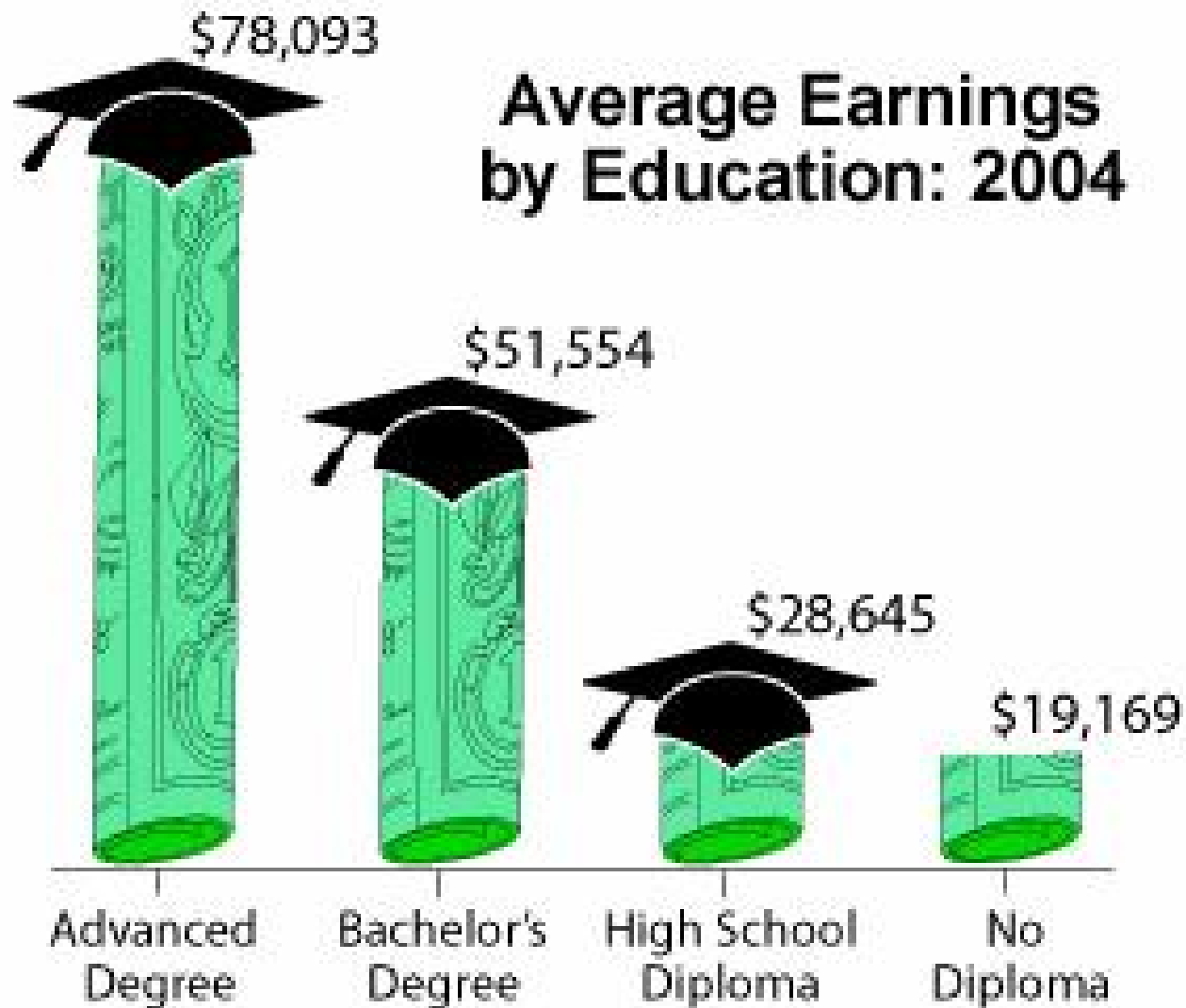


High School Students at Level III & Above on EOC Tests, 2008



Students in Grades 3-8 Proficient in BOTH Reading & Math



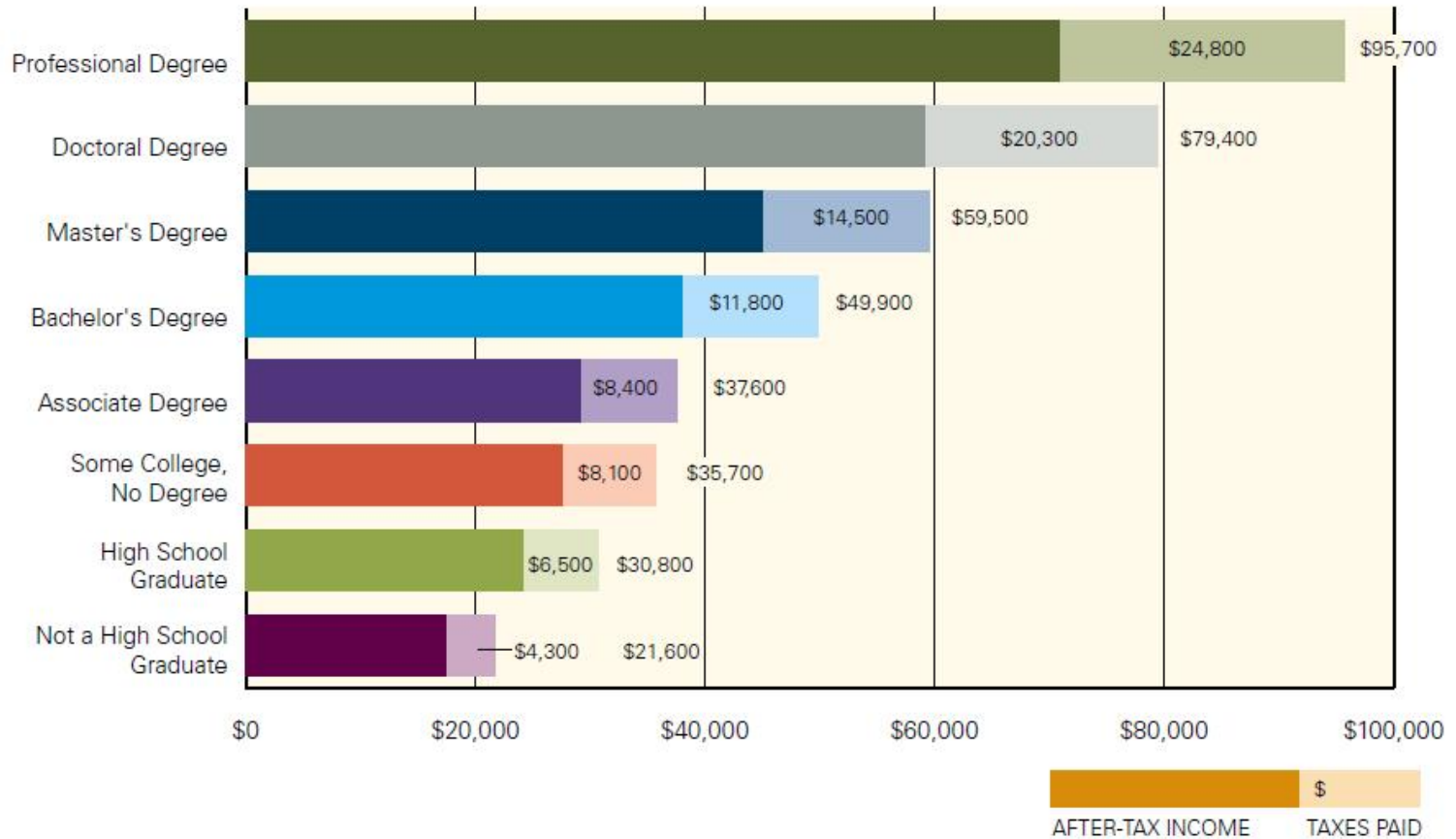


Source: U.S. Census Bureau, Current Population Survey, Educational Attainment in the U.S.: 2005

U S C E N S U S B U R E A U

Private and Public Incomes

Figure 1: Median Earnings and Tax Payments by Level of Education, 2003



Source: *Education Pays, 2004* (College Board)



Good Principals Critical

- **NO** documented instances of troubled schools being turned around without intervention by a powerful leader.
- Principal leadership significantly impacts student learning. It is second to teachers in influence among school-related factors.



Sobering Fact:

Nearly 70 percent of North Carolina's students have parents who work full time and are not available to provide supervision and enriching activity in the out-of-school hours.

Source: U.S. Census Bureau, American Community Survey, 2006.



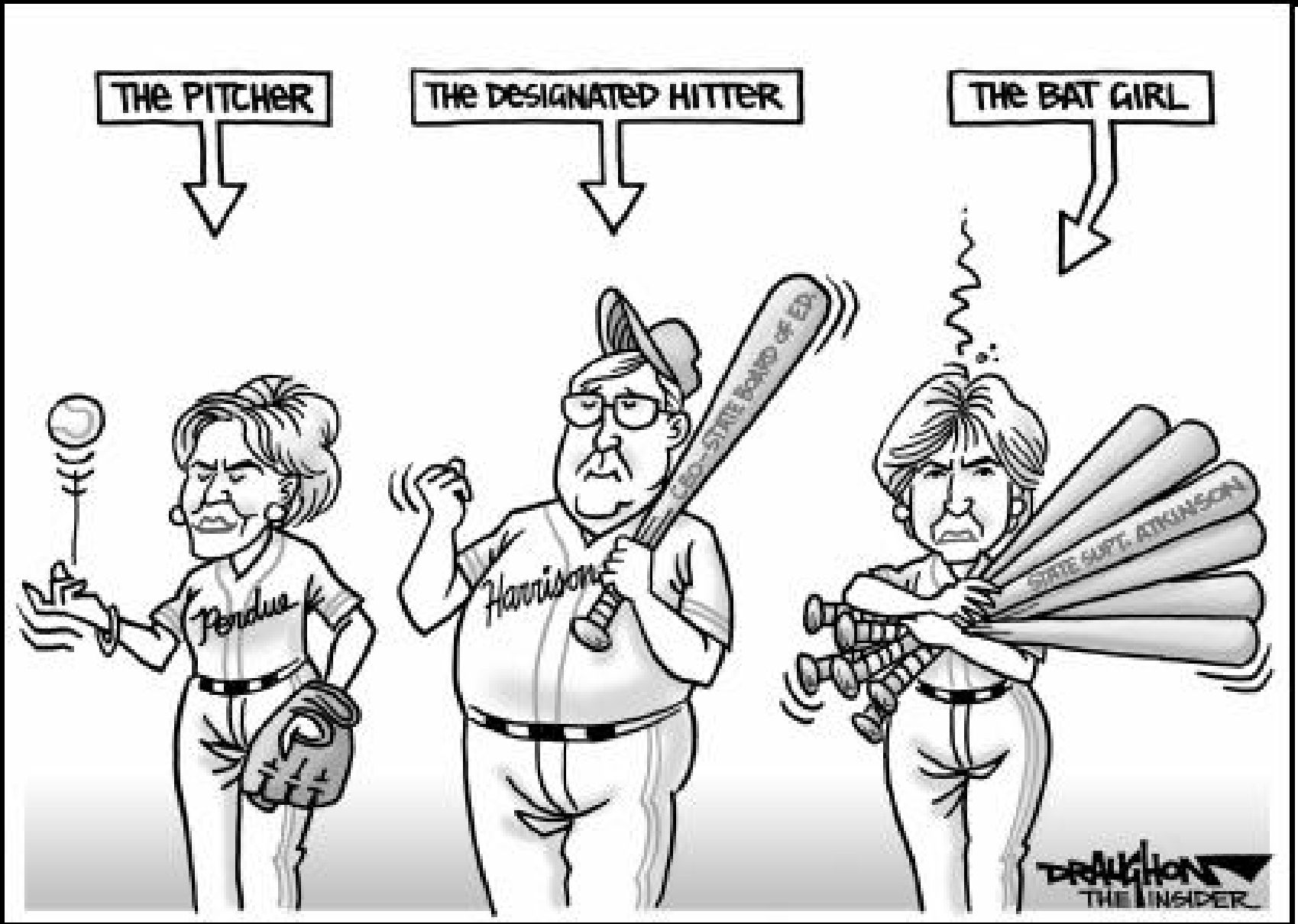
Sobering Fact:

There are approximately 20 to 25 hours per week that children are out of school while most parents are at work, creating an "after-school gap."

Then there is summer –

Most students lose about two months of grade level equivalency in math skills over the summer months.

In addition, low-income students lose more than two months of reading achievement, while their middle class peers make slight gains.



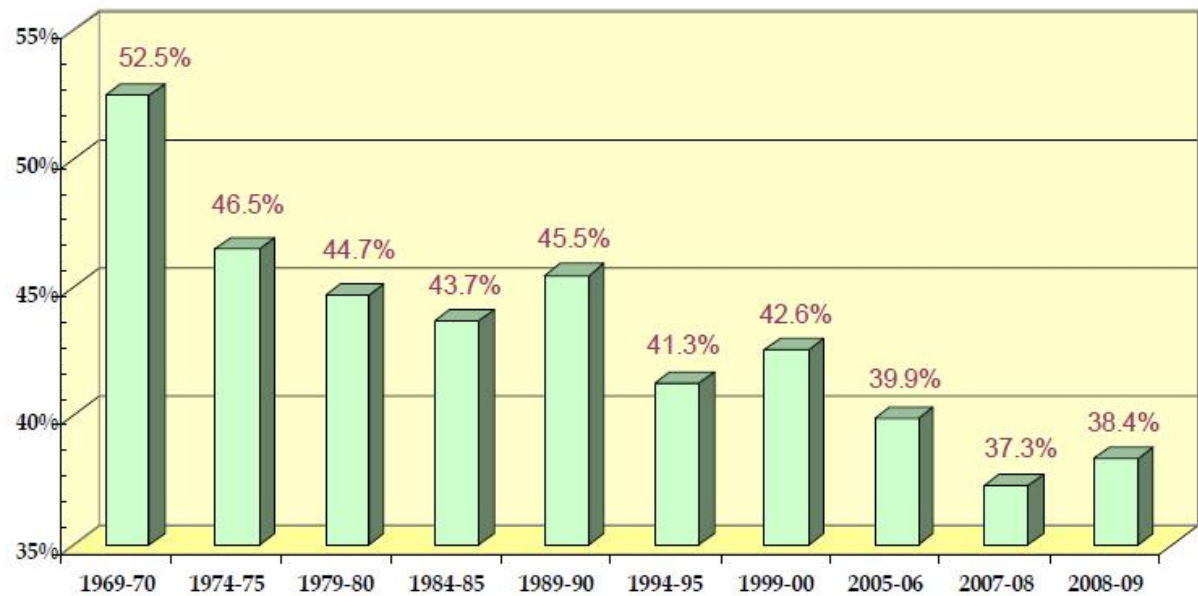
Cartoon by Dennis Draughon, Insider State Government News Service , Feb. 9, 2009



Since 1970, the Public School's share of the General Fund has decreased by 14.1%.

If our Public Schools were still funded at the same percentage as in FY 1969-70, we would have an additional \$3.01 billion for our students

**Percent of the General Fund
Public Schools Appropriations**





The Situation

Downward Trends in Education

Lack of Coordinated State Leadership

Leading Philanthropic Sector with (some) Funds

Desire to Work Collaboratively



Intent of the Initiative

- To help grantmakers, policymakers and the public understand the current state of NC education
- To provide recommendations to increase student success and raise system effectiveness
- To give education grantmakers in North Carolina a common objective for aligning their education grants for the greatest effectiveness



Partners in the Process

- Education Funders (25 foundations, 36 individuals)
- Consultants
- Briefers & Veters

J.B. Buxton, N.C. Department of Public Instruction; John Dornan, Public School Forum of North Carolina; Edwin Dunlap, Jr., N.C. School Boards Association; Angella Dunston, N.C. Justice Center; Ken Eudy, CapStrat; Linda Harrill, Communities in Schools NC; Carl Harris, Durham Public Schools; Bryan Hassell, Public Impact; Kati Haycock, The Education Trust; Eric Hirsch, The New Teacher Center; Debra Horton, North Carolina PTA; Kay James, formerly of Durham Public Education Network; Jereann King, Rural School & Community Trust; Helen Ladd, Duke University; Robert Logan, formerly of N.C. Department of Public Instruction; Alan Mabe, The University of North Carolina; Bill McNeal, N.C. Association of Superintendents and Administrators; Elaine Mejia, N.C. Justice Center; Judith Rizzo, The James B. Hunt, Jr. Institute for Educational Leadership and Policy; Andrew Rotherham, The Education Sector; Sandra Stein, New York City Leadership Academy; Doris Terry Williams, Rural School & Community Trust; Tricia Willoughby, N.C. Business Committee for Education; Leanne Winner, N.C. Schools Boards Association



Phase One

- Identifying Key Areas
- Learning Up
- Developing Recommendations
- Writing Report
- Vetting Report
- Finalizing
- Outreach



Five Priorities for Action

- High Quality Leadership for N.C. Schools & Classrooms
- Strengthen Standards & Accountability for School Performance
- Support for Children & Families Within and Outside of Schools
- Align Governance & Funding
- Engage Communities in Supporting Education



High Quality Leadership Recommendations

- Redesign the state's initial preparation and professional development programs for principals, to ensure that all recruitment and training is rigorous and relevant to the development of effective school leaders
- Adopt policy changes and develop new programs to recruit, train, support, and retain the highest quality teachers in all schools



High Quality Leadership Recommendations

- Develop a compensation system that attracts and retains high-quality teachers for all of North Carolina's classrooms
- Create and implement plans to provide adequate professional development to all educators



Strengthen Standards & Accountability Recommendations

- Improve the statewide accountability & testing systems
- Develop high-quality formative assessments or teacher-friendly diagnostic tools
- Strengthen efforts to develop an effective strategy for supporting districts in improving low-performing schools



Support for Children & Families Recommendations

- Develop a comprehensive system that makes early childhood education available to all children ages 0 to 5
- Agree on a common set of standards and assessment tools for high-quality afterschool and summer programs, expand these programs, and create new ones



Support for Children & Families Recommendations

- Promote stronger partnerships between educators and parents/families
- Pursue closer collaboration with agencies and organizations that provide non-academic social services to students who need them



Align Governance & Funding Recommendations

- Take the necessary actions to create clear and straightforward accountability for the leadership of North Carolina's education system
- Engage the Education Cabinet as an effective and active coordinating body



Align Governance & Funding Recommendations

- Develop a comprehensive strategic plan for building a statewide education system that successfully educates all students, along with clear indications of who holds responsibility for delivering various results and what it will cost to implement



Engage Communities Recommendations

- Create a public campaign to strengthen public support for education in North Carolina
- Support organizations that are working to organize family and community efforts and bring new voices to the public policy process around K-12 education



Everything Can't Be Done At Once

There will be fiscal restraints, and some recommendations will need to be phased-in over time.

It's a matter of priorities.



Phase Two: Implementation

- Build greater partnerships
- Continue the education process
- Facilitate regional collaboration
- Create partnerships statewide