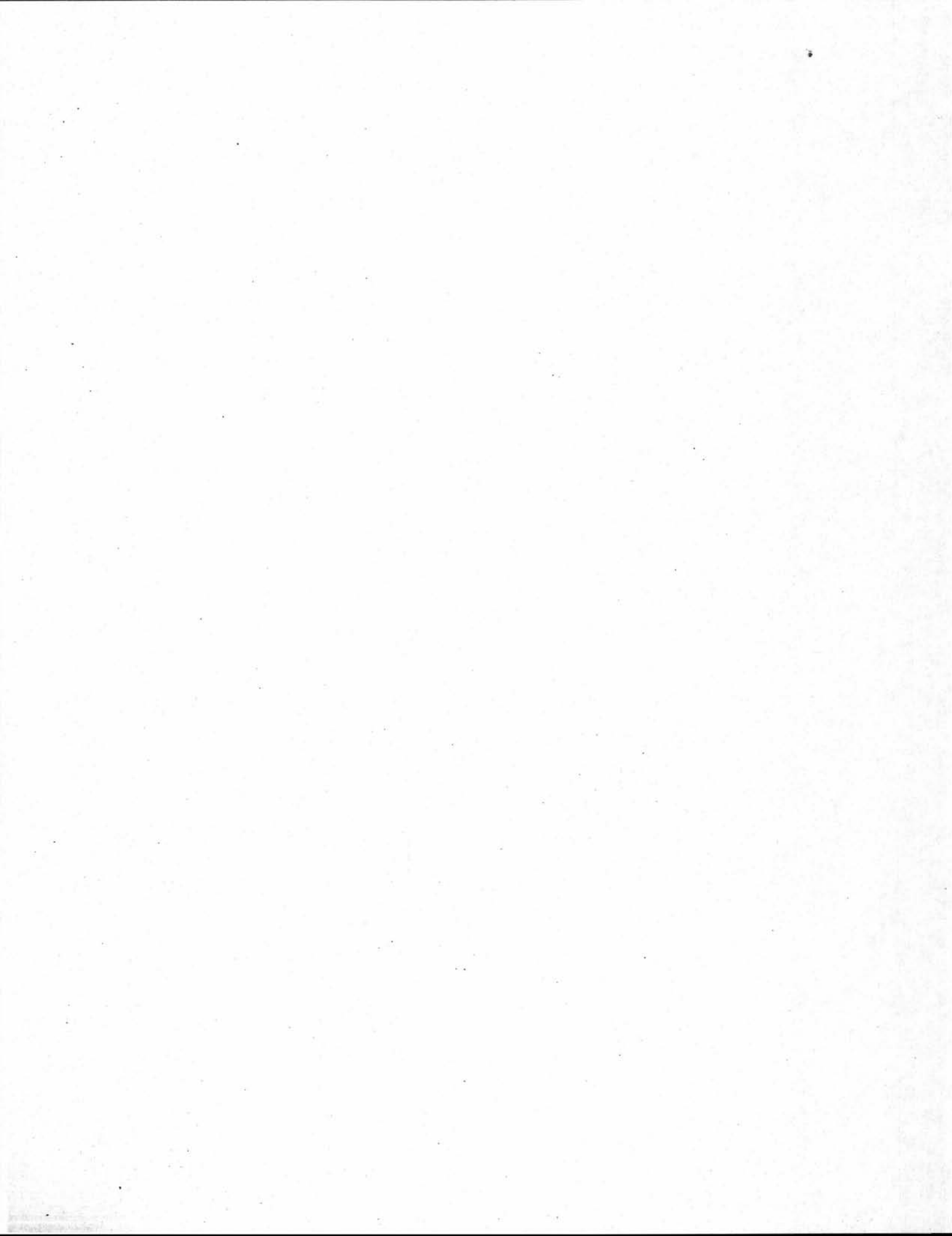


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1991

Legislative Study Commission On the Basic Education Program



Report To The 1991 General Assembly



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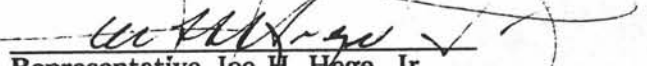
March 31, 1991

TO THE PRESIDENT PRO TEMPORE OF THE SENATE, THE SPEAKER OF THE
HOUSE OF REPRESENTATIVES, AND MEMBERS OF THE 1991 GENERAL
ASSEMBLY:

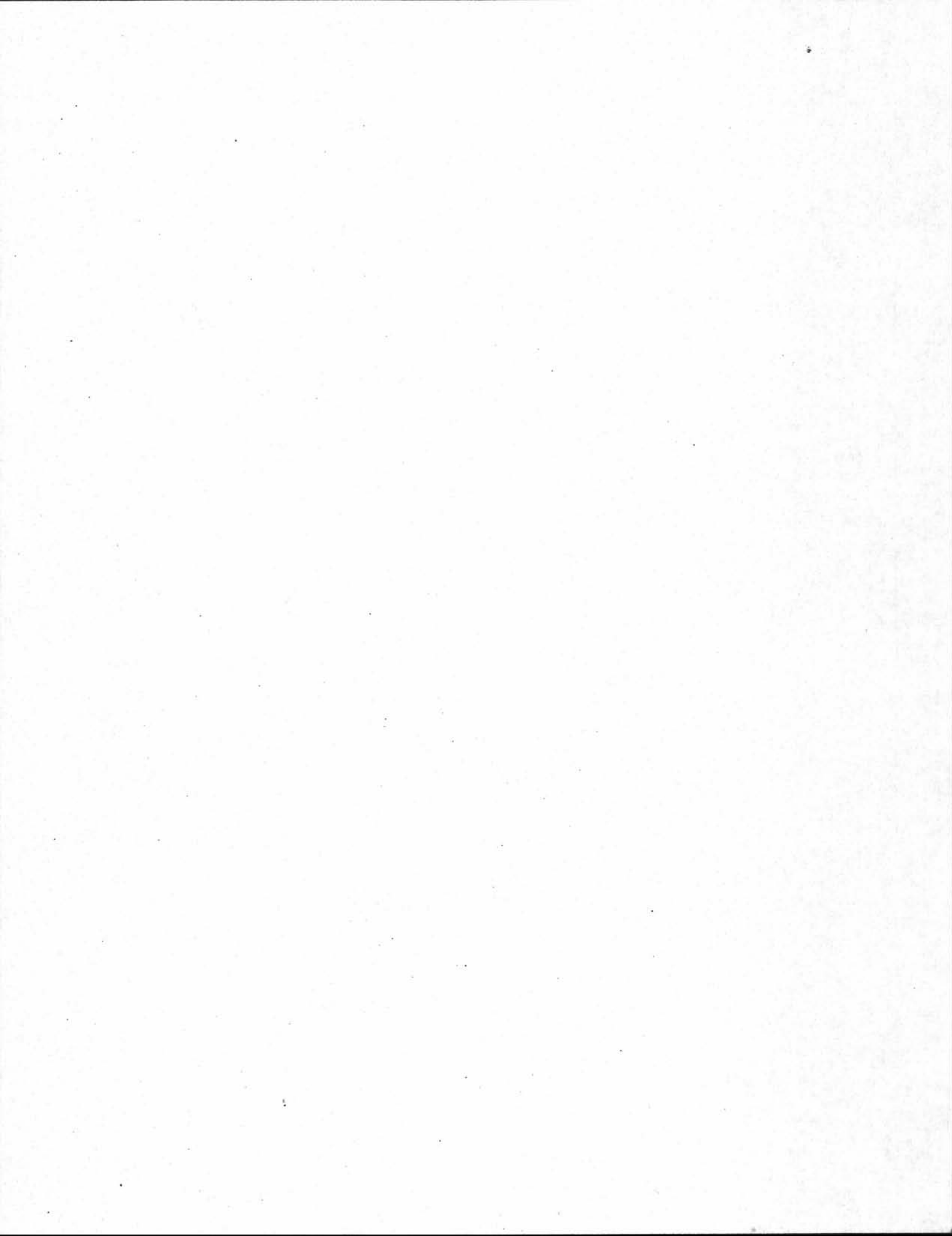
The Legislative Study Commission on the Basic Education Program herewith submits to you for your consideration its final report on the Basic Education Plan, Senate Bill 2 and Driver Education. The report was prepared by the Legislative Study Commission on the Basic Education Plan pursuant to Section 99 of Chapter 1066 of the 1990 Session Laws. The Driver Education study was authorized by Chapter 1066, Section 145 of the 1990 Session Laws.

Respectfully submitted,


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Co-Chairman


Representative Joe H. Hege, Jr.
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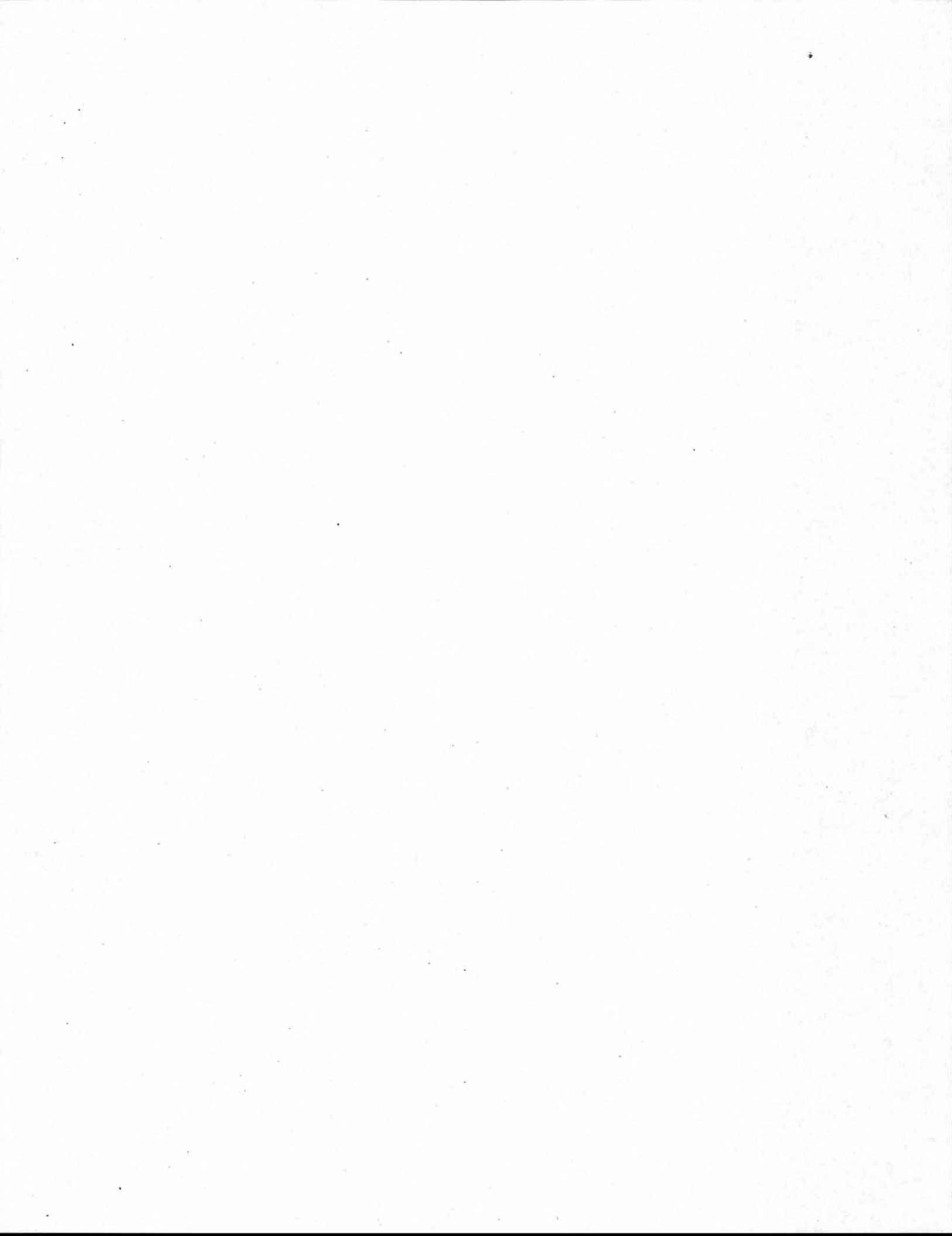
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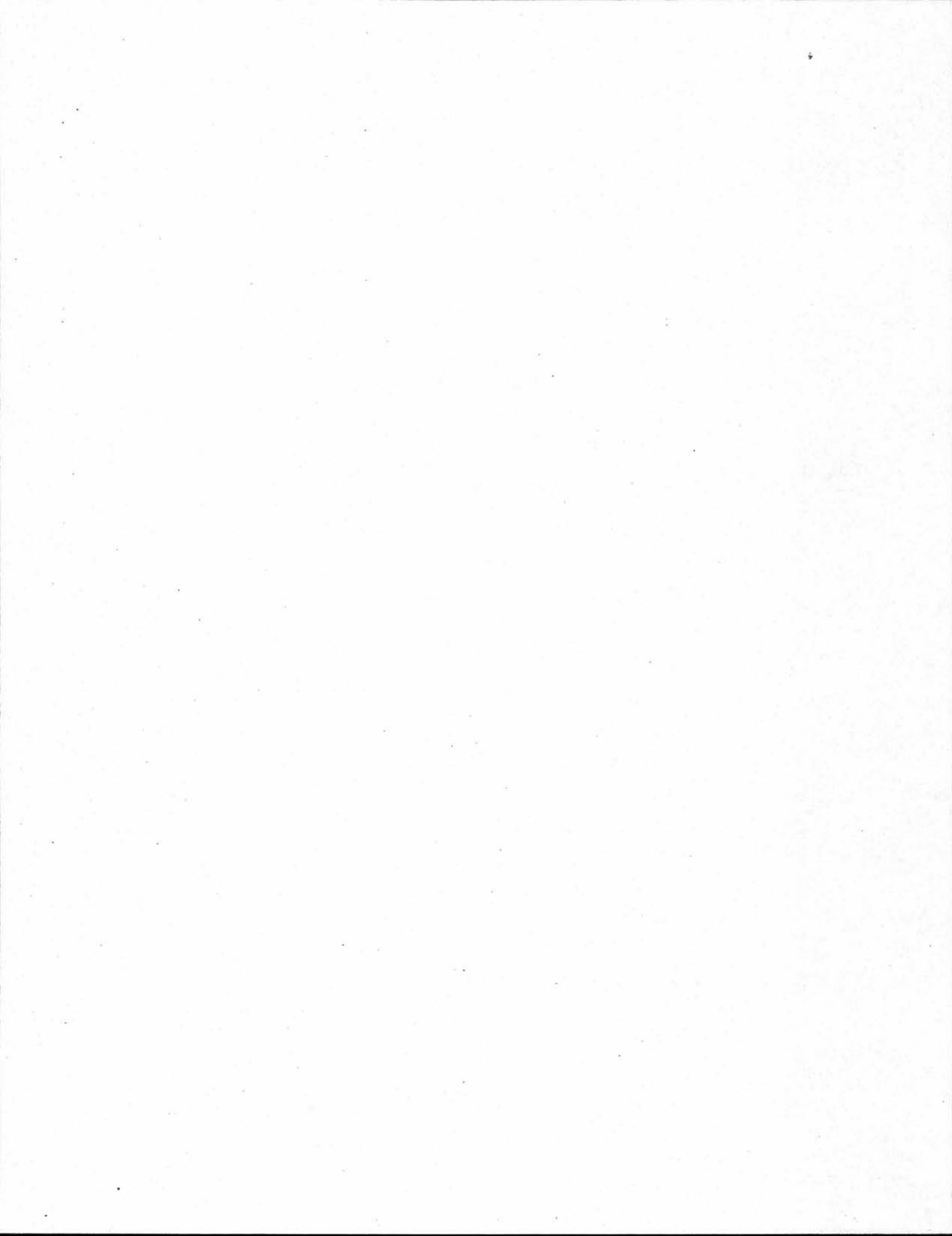
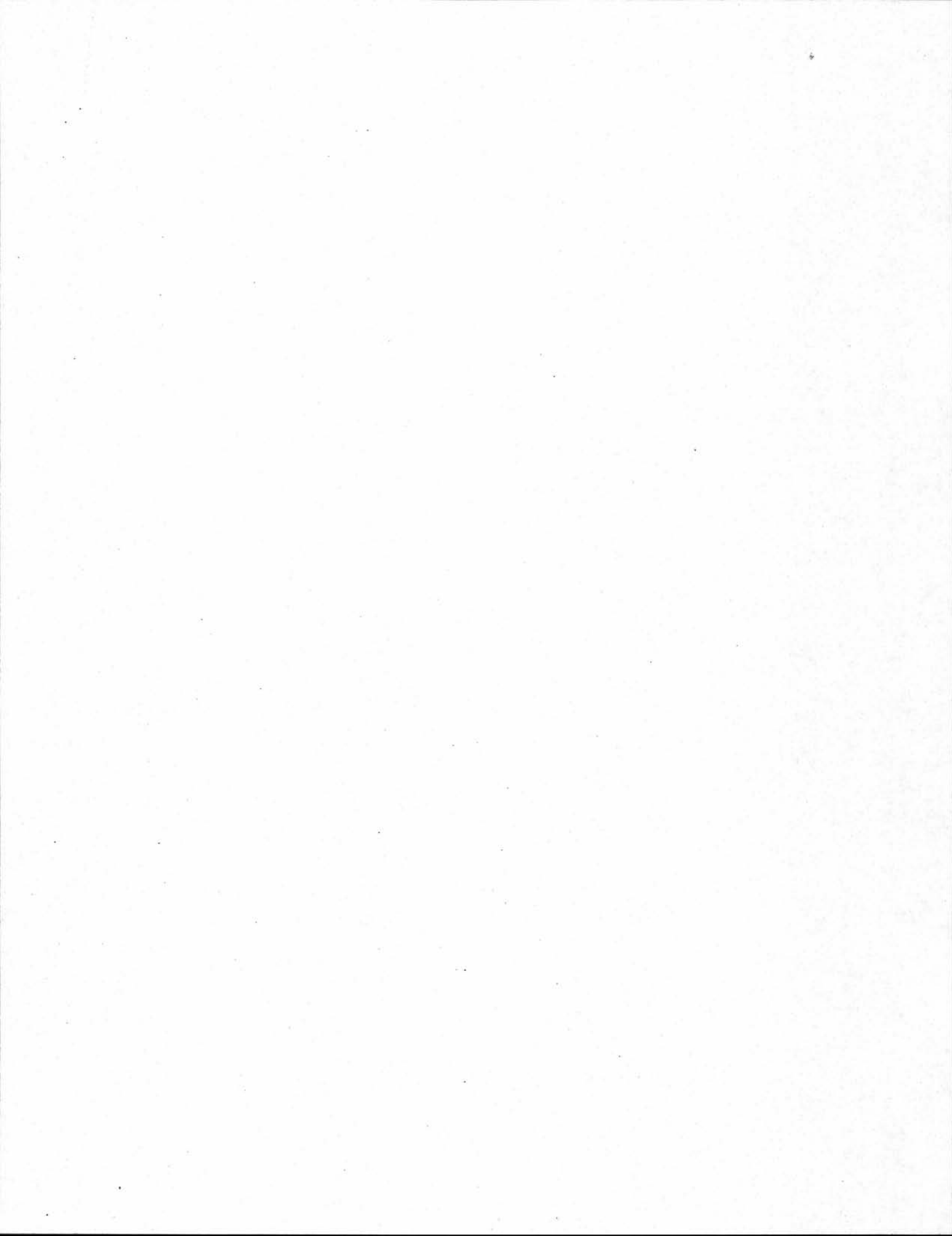


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FOREWORD

"People - not rocks and rivers and imaginary boundary lines - make a state; and a state is great just in proportion as its people are educated." Charles Duncan McIver, Educator

This fundamental truth, that the greatness of our state is tied to the educational achievement of our citizens, is the reason why our Constitution declares in Article I that "the people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right." In addition, the Constitution demands in Article IX that the "General Assembly shall provide by taxation and otherwise for a general and uniform system of free public schools, which shall be maintained at least nine months in every year, and wherein equal opportunities shall be provided for all students."

In response to its constitutional mandate, the General Assembly of North Carolina devotes \$3.3 billion or 46% of its general fund to the education of 1.1 million school children. Including funding for postsecondary education, the state spends a total of 67% of the general fund on the public education of citizens.

In preparing this report this Commission remembers the wisdom of the 1948 State Education Commission when it prepared its report for Governor Cherry. The authors of the 1948 study asked whether the citizens of North Carolina had been taught the requisite knowledge and skill to assure the economic well-being of the state, and, whether public education had provided an education which assured a fulfilled and rich life for all North Carolinians. It concluded that "the promise of North Carolina's future lies in the full development of the human and natural resources of the state." And it recognized that the natural resources of the state could not be tapped without an informed and trained citizenry.

The recognition that a sound education for each citizen is basic to the moral and economic health of the state is the catalyst which underlies education reform movements.

Choosing the content and process of public education programs is the fundamental policy decision to be made when attempting education reform. In 1985 the North Carolina General Assembly committed itself to reform education through a comprehensive school program. It recognized that such a program is essential if we are to successfully educate our citizens for the demands of the future. By embracing the Basic Education Program, the General Assembly recognized the multifaceted challenges and varied mission of today's schools.

The Basic Education Program describes the education program to be offered to every child in the public schools. As a part of the Basic Education Program the state's curriculum manual, the Standard Course of Study, was rewritten to emphasize integrated instruction and critical thinking in mathematics, science, social studies, computer skills, vocational education, arts, communication skills, second languages, and healthful living, and the services required to support these programs.

In 1989, the General Assembly recognized that assuring resources to school systems was only the first part of an education reform program. Realizing that student performance is the ultimate measure of school success, and that management of resources must be tailored to individual school systems, the General Assembly enacted the School Improvement and Accountability Act of 1989, also known as Senate Bill 2.

Senate Bill 2 offers participating school systems flexibility to manage state provided education resources and, in exchange, a local system must show that its local school improvement plan results in improved student performance. The State Board of Education is required to develop methods for holding school systems accountable for improving student performance. Senate Bill 2 allows local systems to waive certain laws, regulations and policies to establish its local plan.

In 1990 the General Assembly created the Legislative Study Commission on the Basic Education Program to assess its two major pieces of education reform. This Commission was asked to: study the effect of the Basic Education Program on achievement; examine the remainder of the schedule of implementation of the Basic Education Program; consider the relationship between the Basic Education Program and the School Improvement and Accountability Act; and, recommend appropriate changes or modifications to the Basic Education Program and the School Improvement and Accountability Act.

In its dialogue with educators across the State the Commission found support for both the Basic Education Program and Senate Bill 2. Early indicators show that there has been an improvement in California Achievement Test scores and a decrease in the dropout rate since implementation of the Basic Education Program.

In its deliberations, this Commission has learned that the Basic Education Program and the School Accountability and Improvement Act are complementary programs. In our recommendations we hope to further that complement by suggesting changes which will lead to a better delivery of the educational resources provided by the Basic Education Program.

ACKNOWLEDGMENTS

The Commission would like to thank all those who made our regional meetings possible including:

DAVIDSON COUNTY

Max Walser, Superintendent, Davidson County Schools
Max Cole, Principal, Ledford Senior High School
Meredith Palmer, Director, Community Schools Programs
Carol Carter, Director, Food Services, Davidson County
Brian Brooks, President, Davidson County Community College
Ann McMurray, Davidson County Community College

NEW HANOVER COUNTY

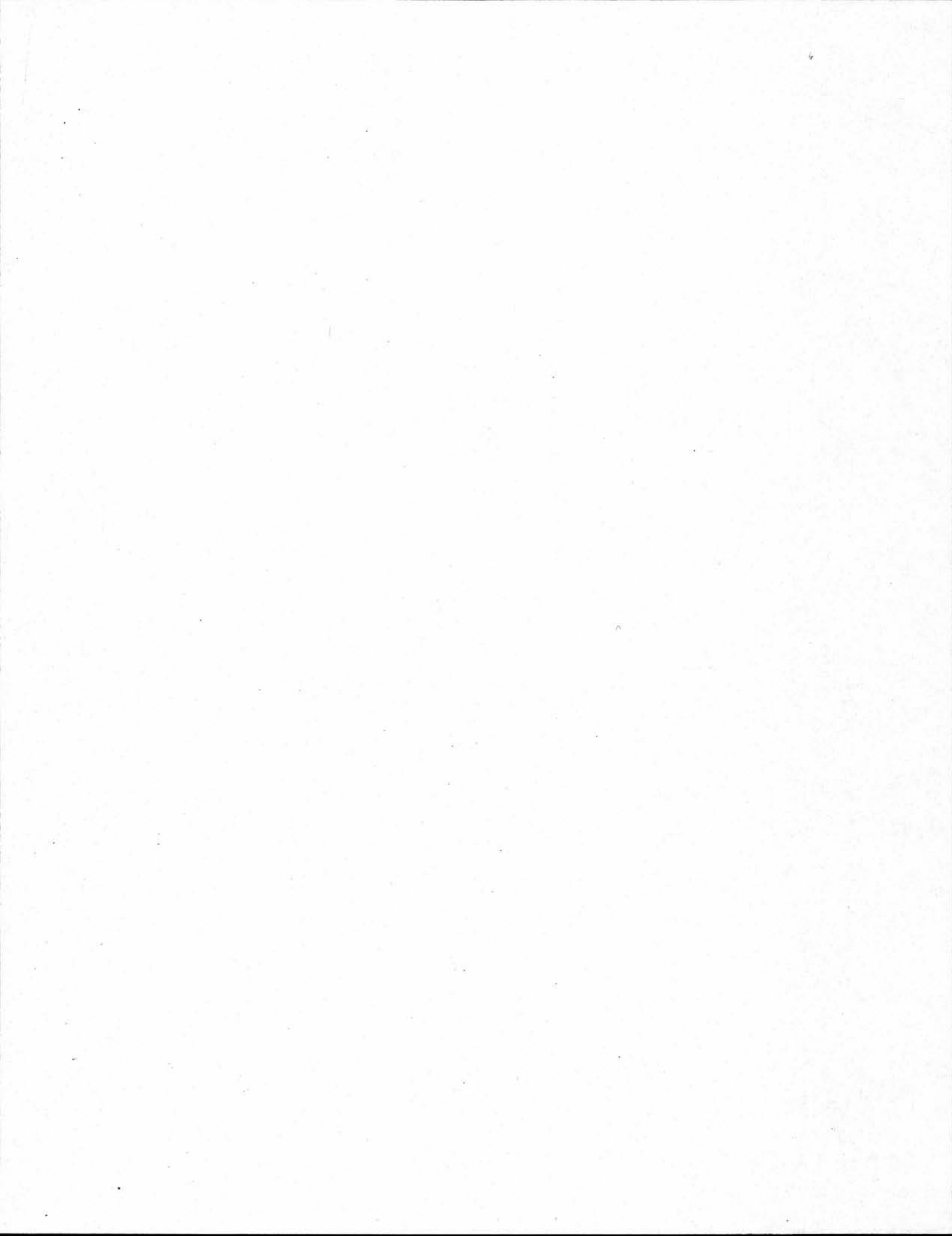
Linda Lowe, Acting Regional Center Director, Southeast Regional Education Center
Diane Avery, Public Relations Coordinator, New Hanover County Schools
Tom McNeel, Superintendent, New Hanover County Schools
Ann King, Vice-Chair, New Hanover County Schools

TYRRELL COUNTY

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Betsey Stallings, Superintendent, Tyrrell County Schools
Jeanne E. Meiggs, Regional Center Director, Northeast Regional Education Center

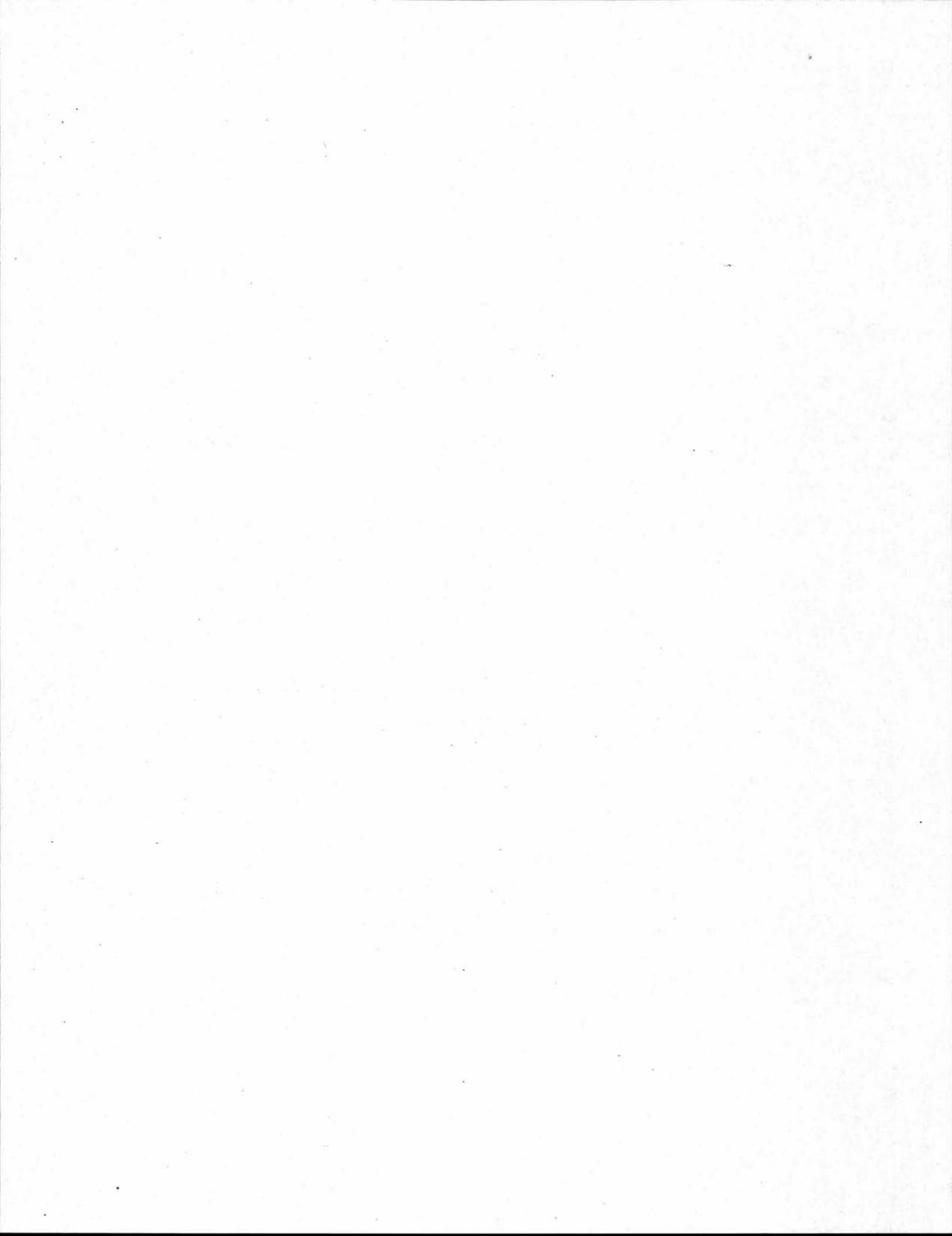
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Carol Deal, Assistant Superintendent, Watauga Schools
Sherell Carreker, Principal, Watauga High School
Charles P. Bentley, Director, Northwest Regional Center
John Thomas, Chancellor, Appalachian State University
Robert E. Sneed, Executive Assistant to the Chancellor,
Appalachian State University



**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**RECOMMENDATIONS
ON THE
BASIC EDUCATION PROGRAM**



**REPORT OF THE LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

I. BASIC EDUCATION PROGRAM ENDORSEMENT AND OVERSIGHT

The Commission endorses the goals of the Basic Education Program, as set out in G.S. 115C-81(a1):

The Basic Education Program shall describe the education program to be offered to every child in the public schools. It shall provide every student in the State with equal access to a Basic Education Program. Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and vocational education.

The Commission recommends that the General Assembly assign the responsibility for continued monitoring of the Basic Education Program and Senate Bill 2 to the Joint Legislative Education Oversight Committee. The Committee should report its findings and recommendations on these programs to the General Assembly annually.

II. BASIC EDUCATION PROGRAM: FUNDING IMPLEMENTATION AND ALLOCATION OF RESOURCES

FINDINGS: FUNDING IMPLEMENTATION AND ALLOCATION OF RESOURCES

Continued funding of the Basic Education Plan is necessary to complete the comprehensive goals of the plan.

Commission members found that the reduction of teacher/pupil ratios is of chief concern to educators and the general public. The Commission debated a proposal which would have eliminated local flexibility in determining teacher/pupil ratios, but decided in favor of a plan that leaves class size to the local district. Nevertheless, the Commission cannot overemphasize the importance of the reduction of teacher/pupil ratios if student achievement in North Carolina is to improve.

Instructional support personnel, school nurses, guidance counselors, social workers, psychologists and media coordinators have been instrumental in assisting teachers in meeting the challenges of today's varied student population. These professionals devote the majority of their time to student contact. They provide the testing, nurturing, crisis intervention and individualized contact with students which frees teachers to focus on academics.

Clerical and support personnel provide data management for the school systems. Teacher assistants, assistant principals, supervisors, assistant and associate superintendents support and assist in the day to day operation of schools.

RECOMMENDATIONS: FUNDING IMPLEMENTATION AND ALLOCATION OF RESOURCES

1. The Commission strongly endorses the continued funding by the General Assembly of the Basic Education Program. Additional funding should be accompanied by further efforts by local school units that focus on improving student performance.
2. The Commission recommends that the General Assembly fund the remainder of the Basic Education Program following this schedule of priorities:
 - a. Classroom teachers - with an emphasis on reduction of class size in core instruction classes.
 - b. Instructional Support
 - c. Clerical and Support Personnel
 - d. Teacher Assistants
 - e. Assistant Principals, two additional months of employment
 - f. Supervisors
 - g. Assistant and Associate Superintendents

III. BASIC EDUCATION PROGRAM: NONSUPPLANTING OF FUNDS

FINDINGS: NONSUPPLANTING OF FUNDS

Educators presented testimony that county commissioners replaced and supplanted local school funds with Basic Education Program funds. The integrity of school funding needs to be preserved by strengthening the nonsupplant provisions of the Basic Education Program.

Under current law, Basic Education Program funds for vocational education and clerical support must stay within the operating and capital budget.

RECOMMENDATIONS: NONSUPPLANTING OF FUNDS

1. The General Assembly should expand and strengthen the current prohibition on supplanting of Basic Education Program funds. Whenever new Basic Education Program funds are appropriated a strong companion nonsupplant clause should be enacted.
2. The General Assembly should provide for appropriate sanctions against those counties that do not comply with the nonsupplant statutes.
3. Local appropriations for current expense and capital for public schools should be reported annually to the Local Government Commission by expanding the requirements of G.S. 105-503. The Local Government Commission should report its findings annually to the State Board of Education and the General Assembly.

IV. BASIC EDUCATION PROGRAM: REVISION OF ALLOTMENT FORMULAS FOR SMALL SCHOOL SYSTEMS

FINDINGS: REVISION OF ALLOTMENT FORMULAS FOR SMALL SCHOOL SYSTEMS

The Basic Education Program funding formulas were developed in 1985 for average size school systems. Current teacher allotment formulas are not sensitive to the programming problems presented by small systems, particularly those with less than 3,000 students.

RECOMMENDATIONS: REVISION OF ALLOTMENT FORMULAS FOR SMALL SCHOOL SYSTEMS

The Commission recommends that the General Assembly and the State Board of Education revise the allocation formulas used for the Basic Education Program in a way that recognizes the difficulty that small school systems have offering the same or similar courses that can be offered by larger school systems.

V. BASIC EDUCATION PROGRAM CURRICULUM REVIEW

FINDINGS: CURRICULUM REVIEW

The Standard Course of Study, North Carolina's basic curriculum, is a dynamic document which requires continual updating to meet the instructional needs of a modern society. Decisions concerning recommended curriculum changes should consider both instructional goals and the availability of resources to accomplish those goals.

Educational research has shown that when advanced placement courses are available in a high school, the educational achievement of both the advanced placement students and those in regular courses is improved. The presence of an advanced placement curriculum in a school heightens achievement expectations for all students.

The State Board of Education and the Department of Public Instruction have the resources and the authority to assist local systems in achieving the goals set out in their performance-based accountability plans and meeting State accreditation standards.

RECOMMENDATIONS: CURRICULUM REVIEW

1. The State Board of Education should review biennially the contents of the Basic Education Program and the Standard Course of Study.
2. Changes in curriculum should be accompanied with a statement of the projected student outcomes, and the estimated resources needed to accomplish these outcomes. The State Board shall clarify whether existing or additional resources are needed to achieve the proposed curriculum changes.

3. The State Board of Education should continue to develop a Standard Course of Study focused on student mastery and proficiency in critical thinking and problem solving skills. The State Board of Education and the Department of Public Instruction are encouraged to assist local school units to achieve the goals set out in their performance-based accountability plans and to meet accreditation standards.
4. The Commission recommends that local school systems be provided additional incentives to expand curriculum offerings that emphasize critical thinking and problem solving skills. Such a program might be built around the proposal of the Task Force on Excellence in Secondary Education to provide a series of pilot programs emphasizing mastery and proficiency concepts.
5. The Commission recommends that incentives be created which would encourage local school systems to provide advanced placement programs

VI. BASIC EDUCATION PROGRAM: CURRICULUM INTEGRATION

FINDINGS: CURRICULUM INTEGRATION

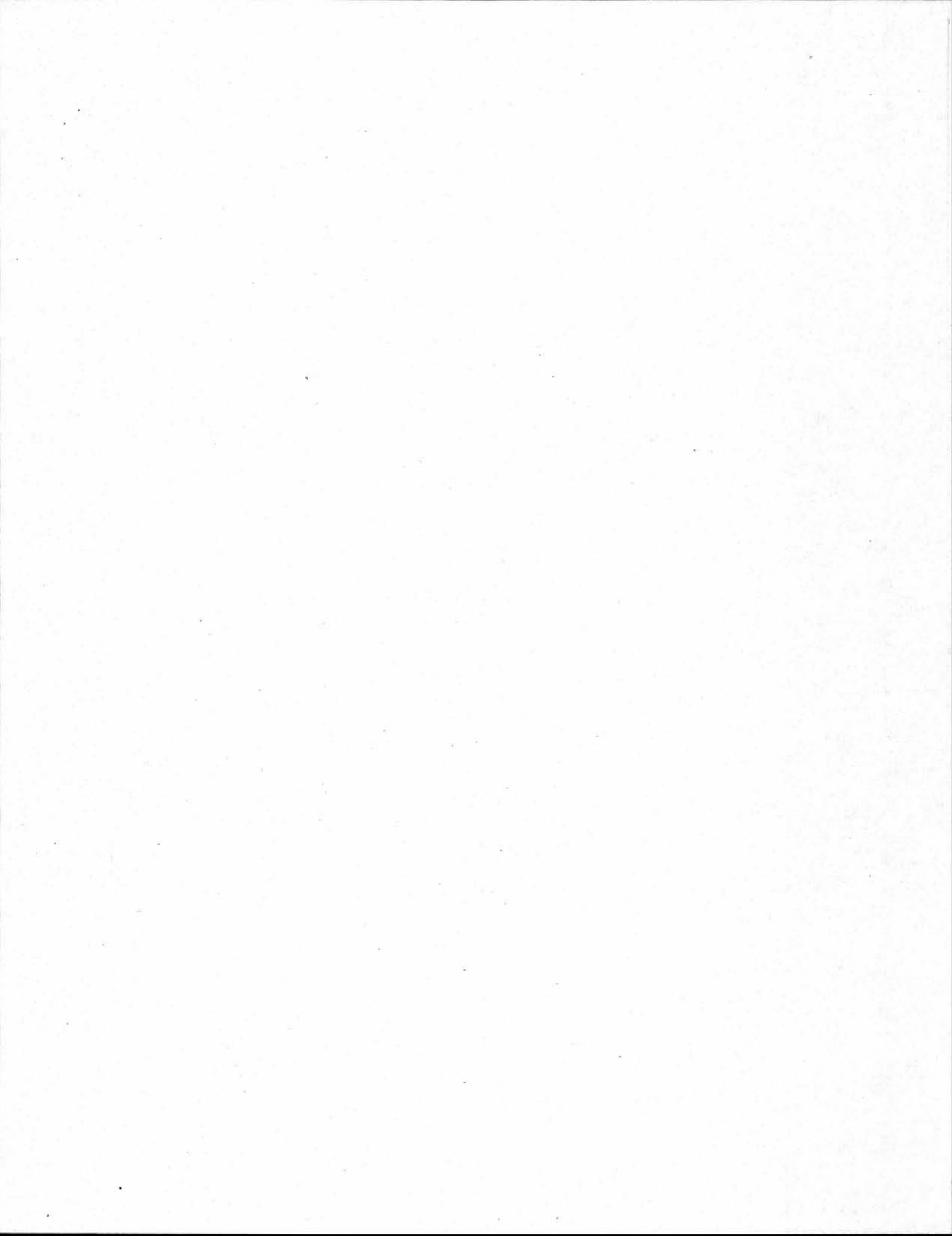
The Commission and the General Assembly have consistently heard complaints that the expanded curriculum provided by the Basic Education Program has led to increased fragmentation of the school day, especially in grades K-6.

The Commission believes that fragmentation did not begin with the Basic Education Program. Before the Basic Education Program added the arts, music and drama, healthful living, guidance programs, media and computer skills, second language instruction, physical education, and vocational education to the standard curriculum for every North Carolina public school child, federal compensatory education programs and special education programs were already in place. These federal programs take students out of the regular classroom. The additional offerings provided by the Basic Education Program compounded the existing pull-out problem because many schools used the additional Basic Education Program curriculum resources in an isolated rather than an integrated way. There was little or no training to assist schools in achieving an integrated curriculum.

RECOMMENDATIONS: CURRICULUM INTEGRATION

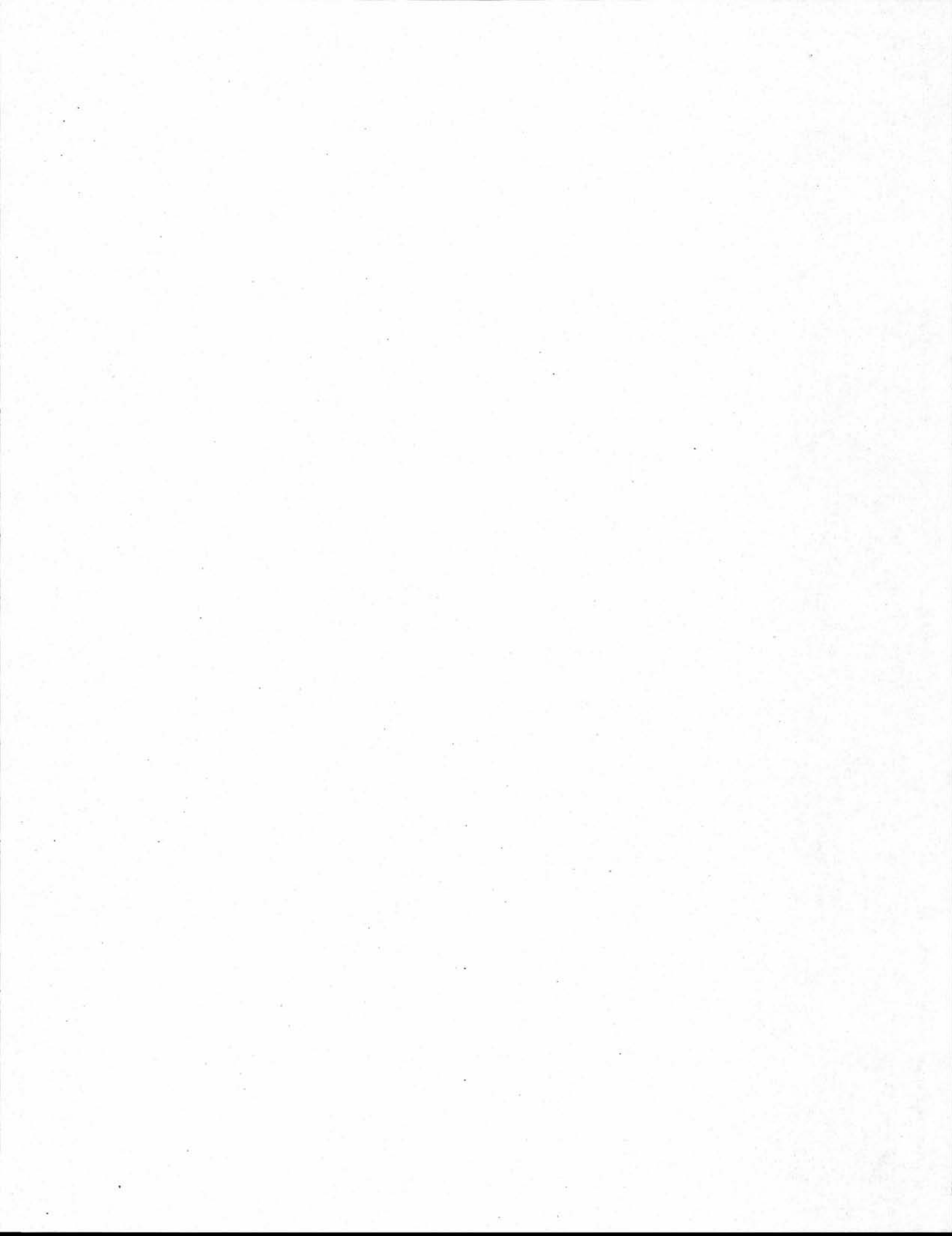
1. Local school boards, local superintendents, principals, teachers, the State Board of Education, and the Department of Public Instruction must share in the responsibility and commitment for taking the appropriate actions to reduce curriculum fragmentation of the school day, especially in the grades K-6. Individual school schedules must protect core curriculum time.

2. Ultimate resolution of the fragmented elementary school day must come from action at the local school system level, with principals and teachers identifying the best ways to teach the curriculum to the children of a particular school.
3. The State Department should identify and disseminate successful strategies which have eliminated fragmentation in North Carolina school systems while successfully implementing the Basic Education Program.



**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**RECOMMENDATIONS
ON
SENATE BILL 2**



SENATE BILL 2

I. SENATE BILL 2: EDUCATIONAL LEADERSHIP

FINDINGS: EDUCATIONAL LEADERSHIP

The work, roles and responsibilities of school administrators have changed tremendously in the last decade. The question of how educational leadership will adapt to change is crucial to the success of public education.

Appropriate leadership and staff development is crucial to effective implementation of local school improvement plans. Collaboration between school board members, administrators, teachers, parents and support staff is integral to the success of local plans. Training in shared decision-making, communication skills and organizational change are necessary components of successful site-based management.

The Commission found that relatively little attention has been paid to the preparation and qualification of principals and superintendents who lead our schools. Rigorous standards should be used to recruit, train, and, certify administrative students, principals and superintendents. The existing administrative training programs of the Department of Public Instruction and higher education should be examined and modified to emphasize the leadership skills necessary for school administrators.

RECOMMENDATIONS: EDUCATIONAL LEADERSHIP

1. **School Boards:** The Commission recommends that the General Assembly establish mandatory training requirements for newly elected local school board members, and continuing education requirements for current board members. These training programs should be operated under policies established by the State Board of Education, and conducted by the Department of Public Instruction, other governmental agencies, or nonprofit organizations.
2. **Principals:** The Commission recommends that the State Board of Education and the Board of Governors of the University of North Carolina jointly review and revise requirements of certification of principals. Certification revision should focus on managerial skills that principals need to manage at the school site as envisioned by Senate Bill 2. The joint boards are urged to draw on the management expertise of the business community.
3. **Administrator Training:** The Commission recommends that in-service training programs for superintendents and principals be expanded. The Commission recognizes the excellent training done at the Principal Executive Program and believes that program and similar programs should be expanded.
4. **Provisional Certification:** The Commission recommends that the General Assembly and the State Board of Education consider eliminating the provisional certificate for Assistant Principals and Principals within two years.
5. **Staff Development:** The Commission recommends an expansion of staff development dollars at a rate \$100.00 per building-based certified personnel.

6. **Parental Involvement:** The Commission joins other groups in recommending that the State Board of Education, the State Superintendent of Public Instruction, and local school boards work with private business to develop parental release time for participation in school activities. The Commission recommends that the State of North Carolina take the lead in parental release time by developing a parental leave for school involvement policy that applies to all state employees.

II. SENATE BILL 2: DIFFERENTIATED PAY

FINDINGS: DIFFERENTIATED PAY

Current law does not clearly link differentiated pay to student achievement.

The Commission found some local dissatisfaction with the current law which confines Senate Bill 2 appropriations to differentiated pay.

RECOMMENDATIONS: DIFFERENTIATED PAY

1. The General Assembly should review the standards established in Senate Bill 2 for differentiated pay plans to determine if the pay plans should be more closely linked to student outcomes.
2. The Commission recommends that the General Assembly review the language of Senate Bill 2 to clarify the purposes for which differentiated pay funds may be expended.

III. SENATE BILL 2: WAIVERS

FINDINGS: WAIVERS

Current law allows the State Board to waive:

- o State laws pertaining to class size, teacher certification, assignment of teacher assistants, the use of state-adopted textbooks, and other purposes for which State funds for the public schools may be used, and
- o All State regulations and policies, except those pertaining to State salary schedules and employee benefits for school employees, the instructional program that must be offered under the Basic Education Program, the system of employment for public school teachers and administrators set out in G.S. 115C-325, health and safety codes, compulsory school attendance, the minimum lengths of the school day and year, and the Uniform Education Reporting System.

In order to best meet local educational needs, administrators asked for expansion of the waivers allowed.

During the 1990-91 school year many school systems requested the flexibility to use money allotted for teacher assistants for other instructional purposes. Currently, waivers are granted that allow teacher assistant positions to be used outside of the current K-3 grade span.

Waivers for class size adjustment were routinely granted by the State Board of Education during 1990-91. The Commission heard with concern that many elementary classrooms in the state exceeded the allotted teacher/student ratio appropriation. Teachers repeatedly testified that the large class sizes interfered with their ability to teach and student achievement.

RECOMMENDATIONS: WAIVERS

1. The Commission recommends that Senate Bill 2 be amended to allow local school systems to use teacher assistant dollars for alternative instructional purposes.
2. The Commission recommends that the General Assembly clarify the language of Senate Bill 2 with regard to the extent of the authority of the State Board of Education to grant waivers of laws and regulations particularly in the area of certification.
3. The Commission recommends that no changes be made in the class size law, but that the State Board carefully consider the effect of teacher/pupil ratios in its evaluation of whether class size waivers should be granted under the terms of a local unit's performance-based Accountability Plan.

IV. SENATE BILL 2: FINANCIAL FLEXIBILITY OF LOCAL SCHOOL SYSTEMS

FINDINGS: FINANCIAL FLEXIBILITY

Educators testified as to the need to grant greater flexibility in the use of State funds going to local school systems.

RECOMMENDATIONS: FINANCIAL FLEXIBILITY

1. The Commission recommends that the General Assembly consider increasing the financial flexibility of local school systems under Senate Bill 2. This increased flexibility should occur concurrent with efforts to improve the local school improvement plan, school based decision making, and school system accountability. While many options exist, all involve reducing and combining existing allotment categories over the period of several fiscal years.

V. **SENATE BILL 2: LOCAL ACCOUNTABILITY**

FINDINGS: LOCAL ACCOUNTABILITY

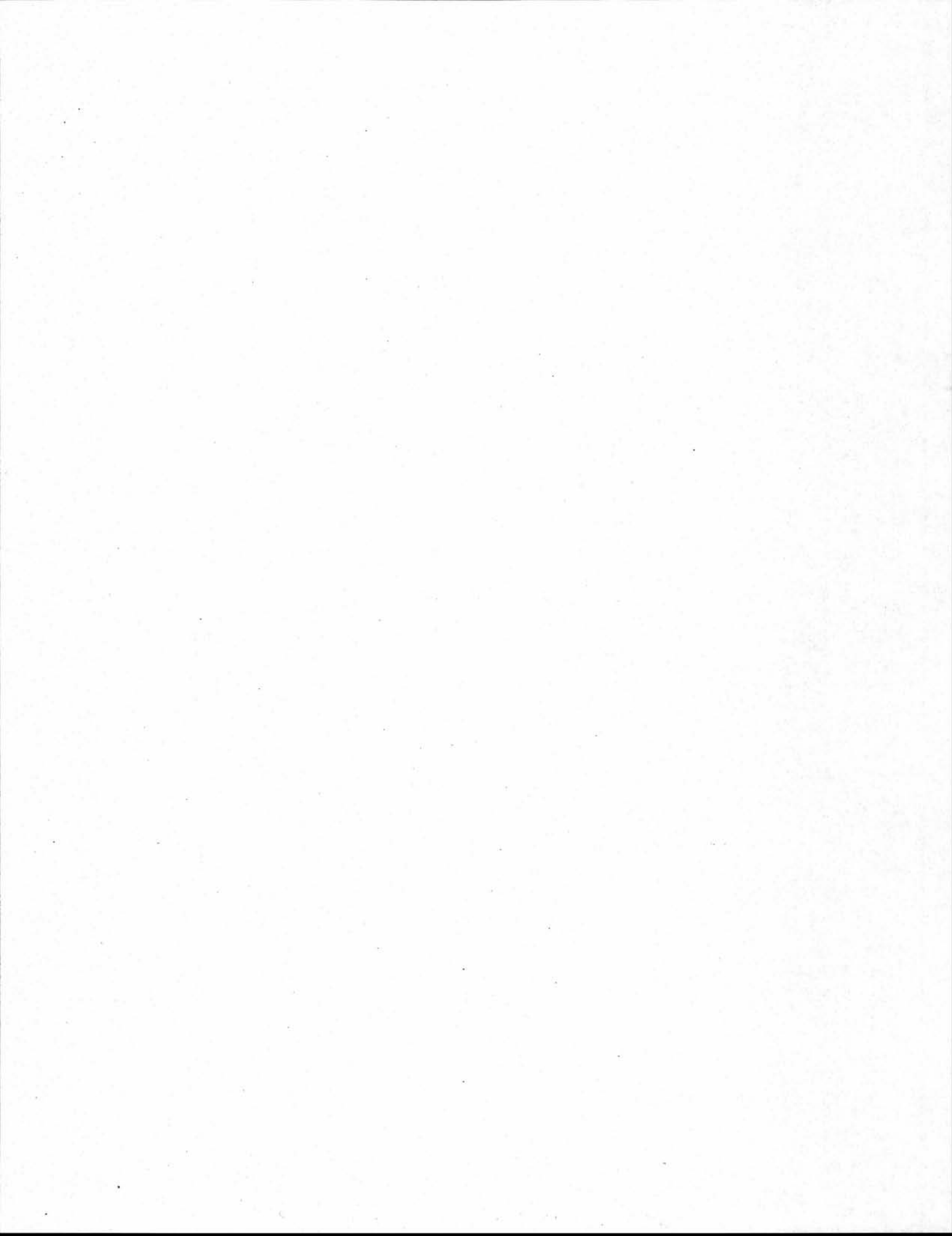
The State Board of Education must be armed with the ability to sanction local school systems if its monitoring of local improvement plans is to be meaningful.

RECOMMENDATIONS: LOCAL ACCOUNTABILITY

1. The Commission recommends that the General Assembly adopt legislation that provides the State School Board of Education with the authority to levy sanctions against school systems whose student performance is substantially below students in other school districts.

**JOINT LEGISLATIVE COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**RECOMMENDATIONS
ON
PUBLIC SCHOOL FINANCE**



FINANCING PUBLIC SCHOOLS: THE IMPACT OF LOCAL FUNDING

FINDINGS: THE IMPACT OF LOCAL FUNDING

The Commission heard considerable testimony concerning impact of local funds on the quality of a school system.

Article IX, Sec. 2(2) of the North Carolina Constitution allows local governments to use local revenues to supplement the State's public school funding. Local governments supplement at varied levels throughout the state.

Recognizing the complexity of this issue, and the difficulty in reaching a consensus on the many questions that surround local financing of public schools, the Commission makes the following recommendations:

RECOMMENDATIONS: THE IMPACT OF LOCAL FUNDING

1. The Commission recommends that the General Assembly study issues relating to school finance, including the impact of different levels of local funding on the student performance, and alternative methods of measuring a county's ability to pay. This study should be completed by the 1992 session of the General Assembly.
2. The Commission recommends a study to focus on whether minimum local financial efforts for public school funding should be mandated.

IMPROVING EFFICIENCY OF OPERATIONS: PURCHASE AND CONTRACT LAWS

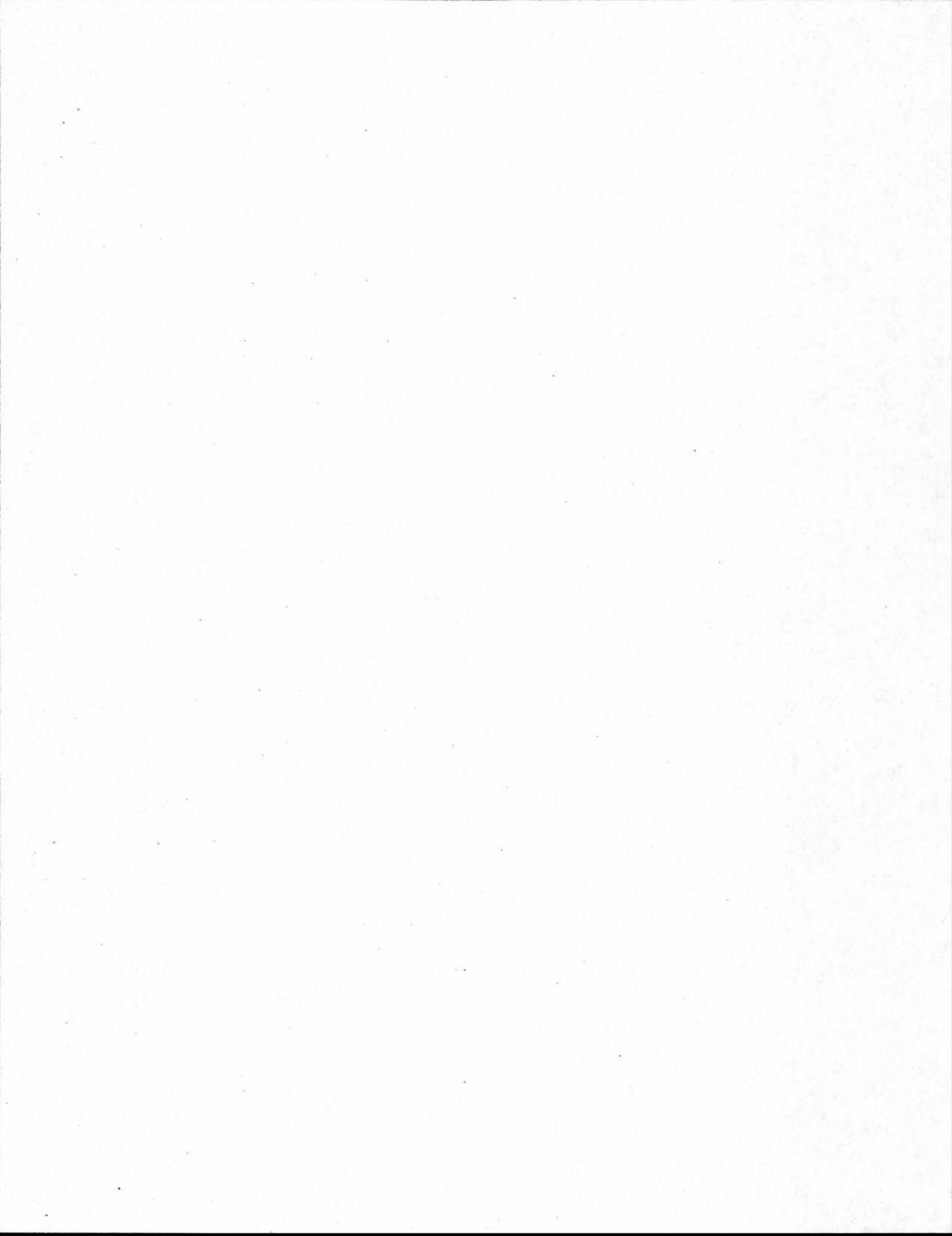
FINDING: PURCHASE AND CONTRACT LAWS

The Commission heard considerable testimony that local systems believe they could operate more economically with increased purchasing flexibility.

RECOMMENDATION: PURCHASE AND CONTRACT LAWS

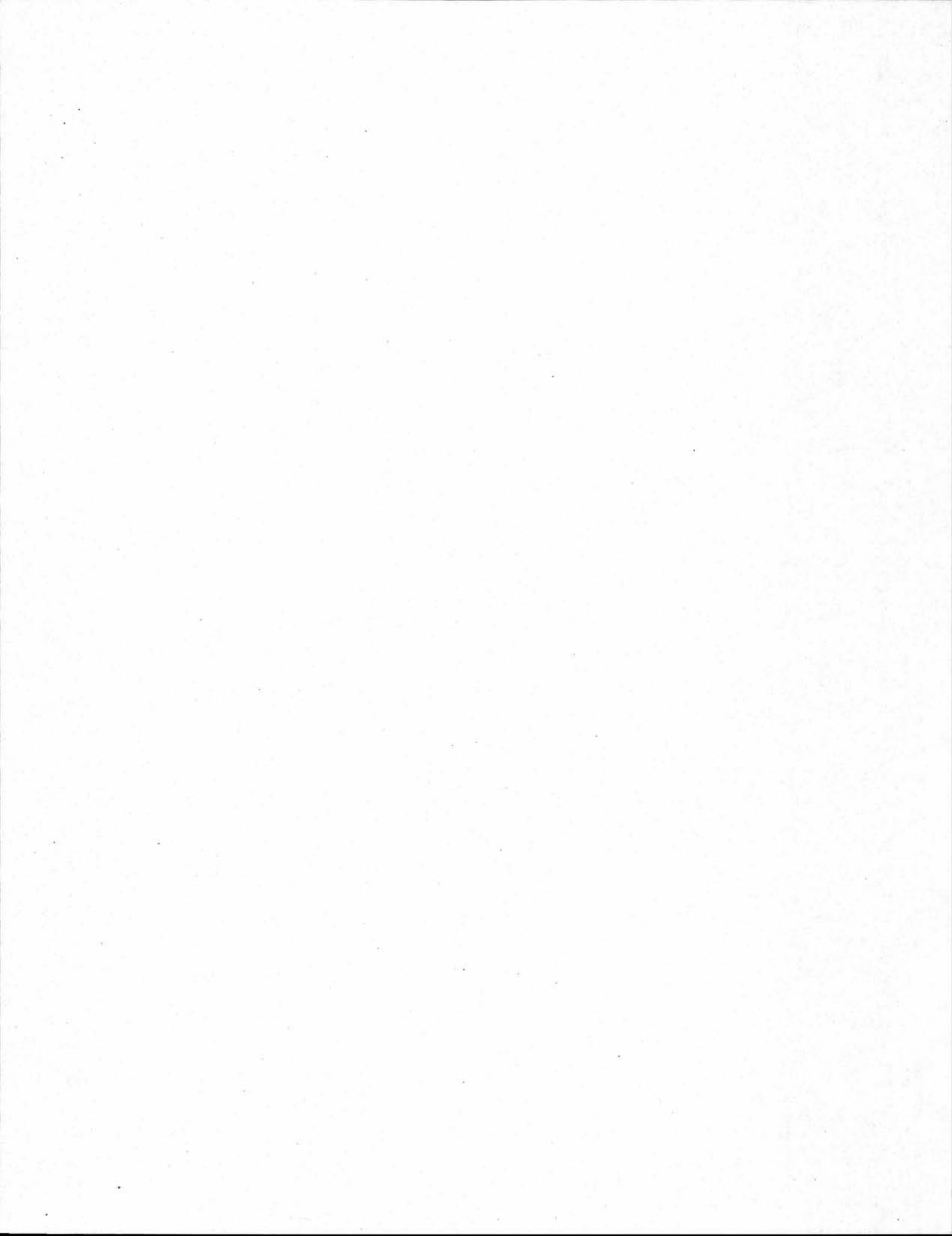
The Commission recommends that the the General Assembly review the application of existing purchase and contract statutes to local school systems. Consideration should be given to increasing the current limit that can be purchased without going through purchase and contract procedures.

Consideration should also be given to broader categories of items that can be purchased without going through the contracting procedures.



**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**RECOMMENDATIONS
ON
DRIVER EDUCATION**



DRIVER EDUCATION

COMMISSION ON DRIVERS EDUCATION

LEGISLATIVE CHARGE

The 1990 Session of the General Assembly directed the Legislative Research Commission to study North Carolina's drivers' education program. that legislative charge is set out below.

Requested by: Senator Goldston, Representative McLaughlin

I. LRC Study on Drivers' Education

Sec. 145. The Legislative Research Commission may study the cost, funding, and use of personnel in providing a Drivers' Education program to the State's public school students with a view to promoting the program's efficiency, modifying its funding as appropriate, and, if possible, reducing its cost. The Commission may report the findings and recommendations of its study to the 1991 General Assembly.

The Legislative Research Commission referred this study to the Legislative Study Commission on the Basic Education Program. The Co-chairmen of the Basic Education Study Commission then appointed from the membership of the commission a subcommittee on drivers' education.

COMMISSION'S APPROACH TO DRIVERS' EDUCATION

1. The citizens through the elected members of the General Assembly have concluded that certain training teen-agers under 18 should be allowed to drive. Under our current statutes, a driver's license that entitles the individual to drive at all hours of the day, may be issued after the individual reaches 16 and completes a qualified driver training program consisting of 30 hours of classroom training and 6 hours training in the car.
2. Changes to the drivers' education program should be consistent with other education reform efforts in North Carolina, including the Basic Education Program and Senate Bill 2.
3. Changes in the drivers' education program should be designed so as to increase the flexibility of local school system to structure the program consistent with other requirements of the Standard Course of Study.
4. Changes to the drivers' education program should be designed to promote efficiency and slow the growth in program cost.

FINDINGS AND RECOMMENDATIONS

I. HOW EFFECTIVE IS DRIVER EDUCATION IN REDUCING ACCIDENTS AMONG YOUNG DRIVERS IN THE FIRST FEW YEARS FOLLOWING TRAINING?

FINDINGS: EFFECT OF DRIVER EDUCATION

The Commission asked the UNC Highway Safety Research Center to address this issue directly, and a copy of their statement is included in Appendix A of this report. Dr. Forrest Council, Deputy Director of the Center, summarized the studies for the Commission in the following way:

... the available properly-controlled research does not indicate that high school driver education is a means of achieving large measures of crash reduction. However, high school driver training is modestly effective in crash reduction, and does teach the young beginning driver how to control the cars, right of way rules, etc. — elements of skill they must be given somewhere, somehow.

While it was not within the purview of the Commission's charge to make recommendations with respect to the drivers' licensing laws, the research data indicates that North Carolina's current approach of 30 hours of class room and 6 hours behind the wheel may not provide sufficient monitored driving experience for teenage drivers.

RECOMMENDATIONS: EFFECT OF DRIVER EDUCATION

1. The Commission recommends that the appropriate committees of the General Assembly review the state's driver licensing laws to include age of licensing, and the concept of a graduated licensing process as suggested in the testimony of the UNC Highway Safety Research Center.

II. SHOULD THE STATE CONTINUE TO MANDATE THE INCLUSION OF DRIVERS' EDUCATION IN THE CURRICULUM OF ALL SCHOOLS IN NORTH CAROLINA?

STATUTORY HISTORY

In 1953 the General Assembly required that a program in driver training be provided in the public schools of North Carolina. A complete copy of the relevant statutes are contained in Appendix B. Selected portions are set out below.

ARTICLE 14.

Driver Education.

§115C-215. Instruction in driver training and safety education. There shall be organized and administered under the general supervision of the Superintendent of Public Instruction a program of driver training and safety education in the public schools of this State, said courses to be noncredit courses taught by instructors approved by the Department of Public Instruction. (1953, c. 1196; 1955, c. 1372, art. 23, s. 4; 1959, c. 573, s. 16; 1981, c. 423, s. 1.)

§115C-216. Boards of education required to provide courses in operation of motor vehicles.

- (a) **Course of Training and Instruction Required in Public High Schools.** — The State Board of Education and local boards of education are hereby required to provide as a part of the program of the public high schools in this State a course of training and instruction in the operation of motor vehicles and to make such courses available for all persons of provisional license age, including public school students, nonpublic school students and out-of-school youths under 18 years of age whose physical and mental qualifications meet license requirements, in conformance with course requirements and funds made available under the provisions of G.S. 20- 88.1 or as hereinafter provided or both.

As a part of its deliberations the Commission examined various options for organizing North Carolina's drivers' education program, including transferring operational responsibility from the Department of Public Instruction to the Department of Transportation.

FINDINGS: DRIVER EDUCATION CURRICULUM IN THE SCHOOLS

The automobile will remain the transportation of choice for most North Carolinians for the foreseeable future, therefore, the Commission believes that it is in the public interest to insure that all drivers under eighteen receive a basic course in the operation of a motor vehicle prior to licensing.

The Commission finds that the most economical way to insure that driver training is provided to all teen-agers is to leave the overall programmatic and fiscal accountability with the State Board of Education and the Department of Public Instruction, but to move greater operational flexibility to local boards of education.

RECOMMENDATIONS: DRIVER EDUCATION CURRICULUM IN THE SCHOOLS

1. Continue requiring that drivers' education be provided through the public schools, but provide local boards of education with increased flexibility to control delivery of the program and the funds associated with the drivers' education program.

Additional recommendations for extensive programmatic changes and local flexibility are included in subsequent portions of this report

III. DRIVERS' EDUCATION: FUNDING RESPONSIBILITY

FINDINGS: FUNDING RESPONSIBILITY

Financial support in North Carolina for drivers' education in the years 1957 through 1983 was provided through a license tag fee. In 1983 the General Assembly eliminated the separate tag fee, but continued to fund drivers' education from the Highway Fund. In 1987 the entire cost of driver training was shifted from the Highway Fund to the General Fund. In 1990 \$17 million out of a total program cost of \$25 million was shifted back to the Highway Fund.

The general public as well as individual drivers benefit from driver education instruction. Parents and teen-agers may be in favor of continuing licensing eligibility at age sixteen because of the convenience of having young drivers in the family. Teen-agers enjoy social benefits from driving, and, their parents may find it economical, both in terms of time and money, to have the convenience of younger drivers in the household to assist with errands, car-pooling, and basic transportation.

RECOMMENDATIONS: FUNDING RESPONSIBILITY

1. The Commission recommends that following the current downturn in revenues that the full cost of drivers' education be returned to the General Fund.
2. If the Commission's recommendations for cost savings in the drivers' education program are adopted, the savings should during the 1991-93 biennium should remain in the General Fund.

IV. DRIVERS' EDUCATION AND THE SCHOOL DAY

FINDINGS: SURVEY OF DRIVERS' EDUCATION

The Commission reviewed the responses of local school systems to a survey conducted by the State Board of Education on the status of driver education instruction. A full copy of this survey is included in Appendix C of this report. Set out below is a summary of the responses from 132 school systems.

1. Is any component of driver education in your unit taught during the required one (1) unit of health and physical education?
YES - 56 (42%) NO - 76 (58%) TOTAL - 132
2. Is driver education in your unit taught during an additional elective credit or half credit course in healthful living, safety or physical education?
YES - 44 (34%) NO - 87 (66%) TOTAL - 131
3. Is driver education taught only before school, after school, and/or summers? If so, circle all that apply.
YES - 30 (23%) NO - 102 (77%) TOTAL - 132

4. Do any of your students leave classes in English, science, social studies, or math to participate in some portion of "behind the wheel" training?

YES - 60 (45%)

NO - 72 (55%)

TOTAL - 132

The Superintendent of Public Instruction in his 20 Point Plan for Reshaping K-12 Education in North Carolina recommends removing driver instruction from the regular instructional day. For school districts in North Carolina have already taken this action. Fifty-six of the districts report that some portion of drivers' education is taught during the required unit of health and physical education. Time in core classes is further eroded by removing students for behind the wheel training. Sixty school systems or forty-five percent of the survey respondents said that students were leaving English, science, social studies, and math to participate in the "behind the wheel training."

The Commission concurs with the Superintendent of Public Instruction that driver education should be removed from the regular instructional school day. Educational research has consistently shown that one of the highest predictors of student achievement is the amount of time devoted to actual study of the subject. Given the need to strengthen the high school curriculum to prepare students to enter the highly competitive job markets of the 21st century, it is difficult to justify retaining drivers' education within the regular school day.

RECOMMENDATION: SURVEY OF DRIVERS' EDUCATION

1. The Commission recommends that the State Board of Education adopt a one year timetable to completely remove drivers' education from the five and one half hour instructional day.

V. USE OF CERTIFIED TEACHERS IN DRIVER EDUCATION PROGRAMS

FINDINGS: INSTRUCTIONAL PERSONNEL

The State Board of Education currently requires that local schools hire only personnel with at least a bachelors degree and a certificate in driver training to teach drivers' education. This certification requirement also means that driver training teachers are paid on the same teacher salary schedule as all other teachers.

Providing local schools with greater flexibility in hiring driver training personnel, is consistent with other school restructuring efforts now underway in North Carolina.

RECOMMENDATION: INSTRUCTIONAL PERSONNEL

1. The Commission recommends that local school boards be given the flexibility to hire both teachers and other employees to teach driver education. It is recommended that the State Board of Education model its requirements for non-certified drivers' education instructors on the licensing requirements imposed by the Department of Motor Vehicles for instructors in commercial driving schools (see G.S. §20-323).

2. If a local board of education chooses to hire certified teachers to provide driver training instruction, then that teacher should be paid in accordance with the teacher salary schedule for all teachers.
3. Where local boards of education elect to utilize noncertified personnel to teach drivers' education, a transition period shall be established that allows sufficient time for existing certified personnel to seek additional certification in a another education field.
4. Driver education teachers shall be given priority to move into other vacant teaching positions within a local school system, in those instances where the local school system chooses to use alternative methods of teaching drivers' education.
5. The State Board of Education should establish a statewide salary range for noncertified driver education instructors, but local schools should have the final decision on individual placement on that schedule.

VI. LOCAL SCHOOL CONTRACTS FOR DRIVERS' EDUCATION

FINDINGS: LOCAL SCHOOL CONTRACTS

Currently local boards of education do not have the legal authority to contract and expend state funds with public or private organizations or individuals to provide driver training.

If local boards of education were given the authority to contract for driver training this increased flexibility would provide opportunities to reduce the amount of regular classroom time that was devoted to this program.

RECOMMENDATIONS: LOCAL SCHOOL CONTRACTS

1. The Commission recommends that the statutes be amended to provide local boards of education with the authority to contract for driver training instruction with public agencies, private companies or individuals, and that the bid procedures be consistent with those procedures already in place for local government.

VII. WHAT STUDENTS CAN TAKE DRIVERS EDUCATION?

FINDINGS: ELIGIBILITY

G.S. 115C-216 requires local boards of education to provide driver training to public school students, nonpublic school students, and students under 18 who have dropped out of school.

RECOMMENDATIONS: ELIGIBILITY

1. The Commission recommends that the public schools continue to provide driver training to students in nonpublic schools.
2. The Commission further recommends that students who have dropped out of school not be allowed to attend the drivers' education programs offered by the public schools.

VIII. FINANCIAL AND BUDGET REFORM IN THE DRIVER EDUCATION PROGRAM

FINDINGS: FINANCIAL AND BUDGET REFORM

Financial reform of the driver's education program is not independent of other key subcommittee recommendations, such as changes in teacher certification requirements and local flexibility in hiring. Changes in the financing of driver education should be phased in over the 1991-93 biennium to allow local school systems sufficient time to reorganize their programs.

RECOMMENDATIONS: FINANCIAL AND BUDGET REFORM

FY 1991-92

1. Calculate drivers' education teachers salaries on an eight hour work day.
2. Combine all allotments for drivers' education, salary, benefits, and vehicle purchases and fees into a single allotment for each school system. Within this single allotment school systems would be allowed to shift funds to pay for both salary and operating costs. Actual expenditures for drivers' education would still be reported through the state's Uniform Education Reporting System. Funds could be used by local school systems at their discretion to employ certified teachers, noncertified instructors, or for contracts.
3. For FY 1991-92 allotments to local schools would be based on the systems FY 1990-91 expenditures, less the projected dollar savings from changing the definition of the teacher's workday.
4. As an incentive to more efficient operation of the driver education program, the General Assembly should consider sharing any savings in the program with local school systems. This could be accomplished by allowing local school systems to reallocate at least 50% of any savings toward improving other instruction programs at the high school level, consistent with their Senate Bill 2 performance and accountability plans.

FY 1992-93

1. Allotments to local school systems for FY 1992-93 should be based on an equal per student amount across all systems. This amount would be established by the State Board of Education within funds appropriated by the General Assembly.

IX. LEGISLATIVE OVERSIGHT

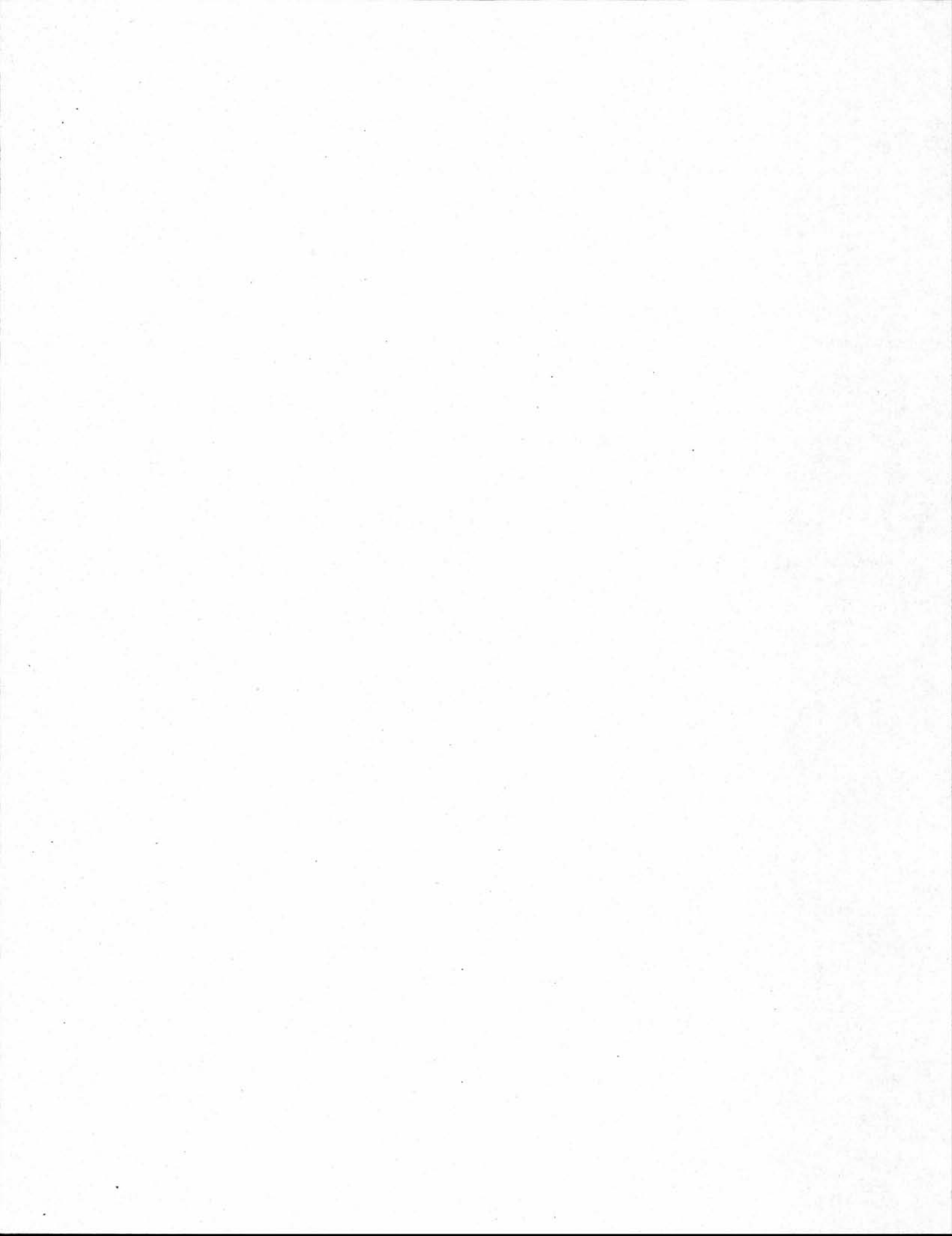
RECOMMENDATIONS: LEGISLATIVE OVERSIGHT

The State Board of Education shall report to the General Assembly on the changes made to the drivers' education program by the local school systems. Items included in the report should include:

- o Pass rates on the driver licensing examination.
- o Use of noncertified personnel to teach drivers' education.
- o Use of contracted personnel or private companies to teach all or some portion of the drivers' education program.
- o Comparisons of the pass rates on the drivers' license exam by type of personnel teaching the course.

**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX A
AUTHORIZING LEGISLATION**



Requested by: Senator Ward, Representatives J. Crawford, Tart
I-----COMPLETION OF BASIC EDUCATION PROGRAM

Sec. 99. (a) The General Assembly finds that given the current revenue situation of the State, the original implementation schedule of the Basic Education Program cannot be met and that the recently enacted School Improvement and Accountability Act has moved the State to a student performance orientation that is predicated on school systems using their resources flexibly to address unique local needs. The General Assembly is committed to the improvement of education and to the complete implementation of the strongest possible Basic Education Program; therefore, the Legislative Study Commission on the Basic Education Program is hereby created to advise the General Assembly on ways that the Basic Education Program can be strengthened and on a lengthened implementation schedule for the Basic Education Program.

The Commission shall consist of 23 members: the Superintendent of Public Instruction; the chairman of the State Board of Education; one member of the Senate, one member of the House of Representatives, one school superintendent, one classroom teacher, and three members at large, appointed by the Governor; four members of the Senate, one school principal, one PTA member, and one member at large appointed by the President Pro Tempore of the Senate; and four members of the House of Representatives, one classroom teacher, one school board member, and one member at large, appointed by the Speaker of the House of Representatives.

(b) The President Pro Tempore of the Senate shall designate one of his appointees who is a member of the Senate as cochairman and the Speaker of the House of Representatives shall designate one of his appointees who is a member of the House of Representatives as cochairman. Each chairman shall serve as chairman until he ceases to be a member of the General Assembly.

(c) The Commission shall study the Basic Education Program, how it has been implemented to date, and what effect the Basic Education Program has had on educational achievement throughout the State. The Commission shall also examine the remainder of the schedule of implementation of the Basic Education Program, review all items to be funded under the Basic Education Program, consider the relationship between the Basic Education Program and the School Improvement and Accountability Act, and recommend any changes or modifications to the Basic Education Program and the School Improvement and Accountability Act that it deems appropriate.

(d) The Commission shall submit a report on its activities to the Joint Legislative Education Oversight Commission prior to February 15, 1991. The Commission shall submit a final report of its findings and recommendations to the General Assembly on or before March 31, 1991, by filing the report with the President Pro Tempore of the Senate and the Speaker of the House of Representatives. Upon filing its final report, the Commission shall terminate.

(e) The Commission, while in the discharge of official duties, may exercise all the powers provided for under the provisions of G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4. The Commission may meet at any time upon the joint call of the cochairmen. The Commission may meet in the State Legislative Building or the Legislative Office Building.

(f) Members of the Commission shall receive per diem, subsistence, and travel allowances in accordance with G.S. 138-5, G.S. 138-6, or G.S. 120-3.1, as appropriate.

(g) The Commission may contract for professional, clerical, or consultant services as provided by G.S. 120-32.02. The Legislative Services Commission, through the Legislative Administrative Officer, shall assign professional staff to assist in the work of the Commission. The House of Representatives' and the Senate's Supervisor of Clerks shall assign clerical staff to the Commission, upon the direction of the Legislative Services Commission. The expenses relating to clerical employees shall be borne by the Commission.

(h) When a vacancy occurs in the membership of the Commission the vacancy shall be filled by the same appointing officer who made the initial appointment.

(i) All State departments and agencies and local governments and their subdivisions shall furnish the Commission with any information in their possession or available to them.

Sec. 100. G.S. 115C-81(a) reads as rewritten:

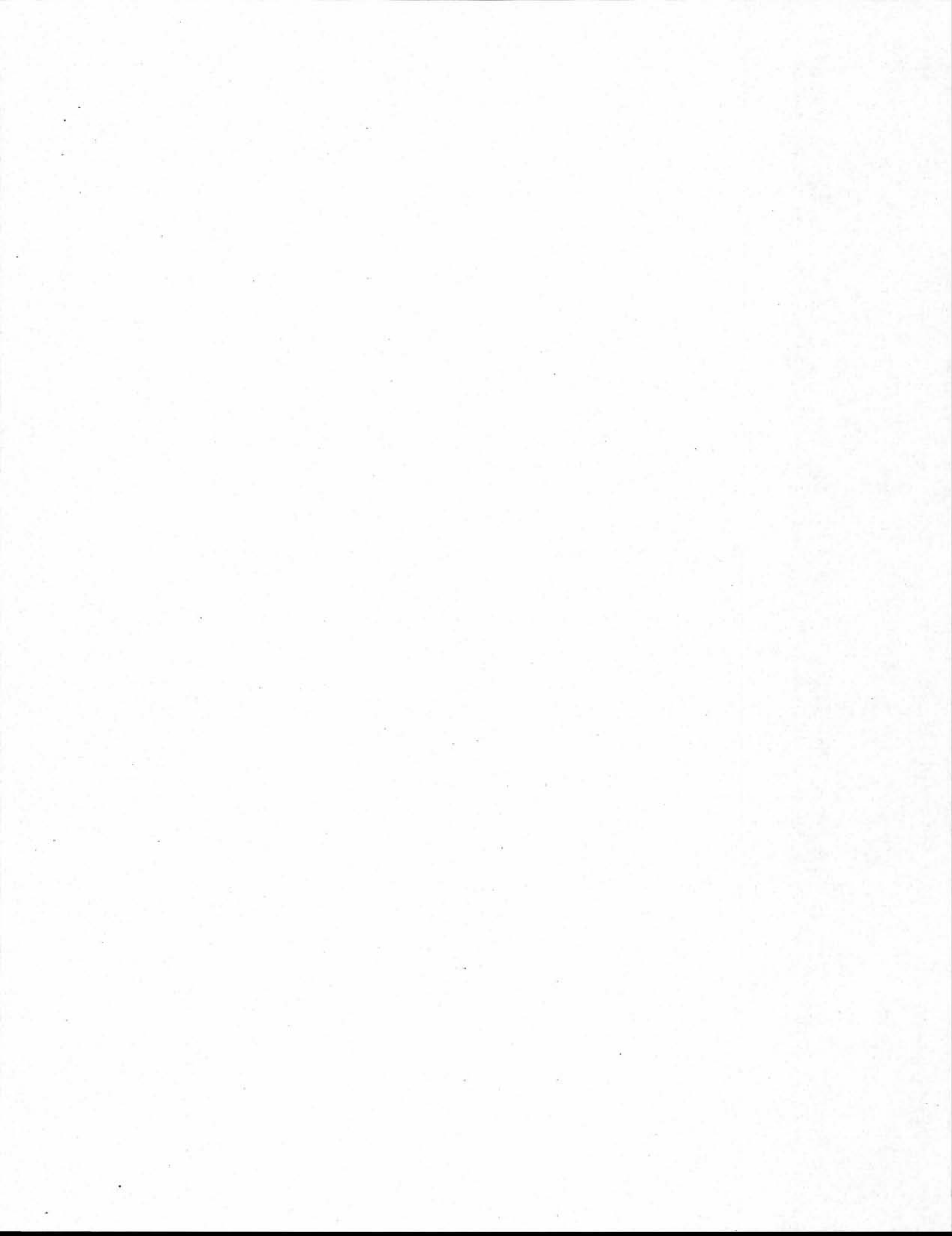
"(a) The State Board of Education shall adopt a Basic Education Program for the public schools of the State. Before it adopts or revises the Basic Education Program, the State Board shall consult with an Advisory Committee, including at least eight members of local boards of education, that the State Board appoints from a list of nominees submitted by the North Carolina School Boards Association. The State Board shall report annually to the General Assembly on any changes it has made in the program in the preceding 12 months and any changes it is considering for the next 12 months.

The State Board shall implement the Basic Education Program within funds appropriated for that purpose by the General Assembly and by units of local government. It is the goal of the General Assembly that the Basic Education Program be fully funded and completely operational in each local school administrative unit by July 1, 1993-1995."

SL89-1066.

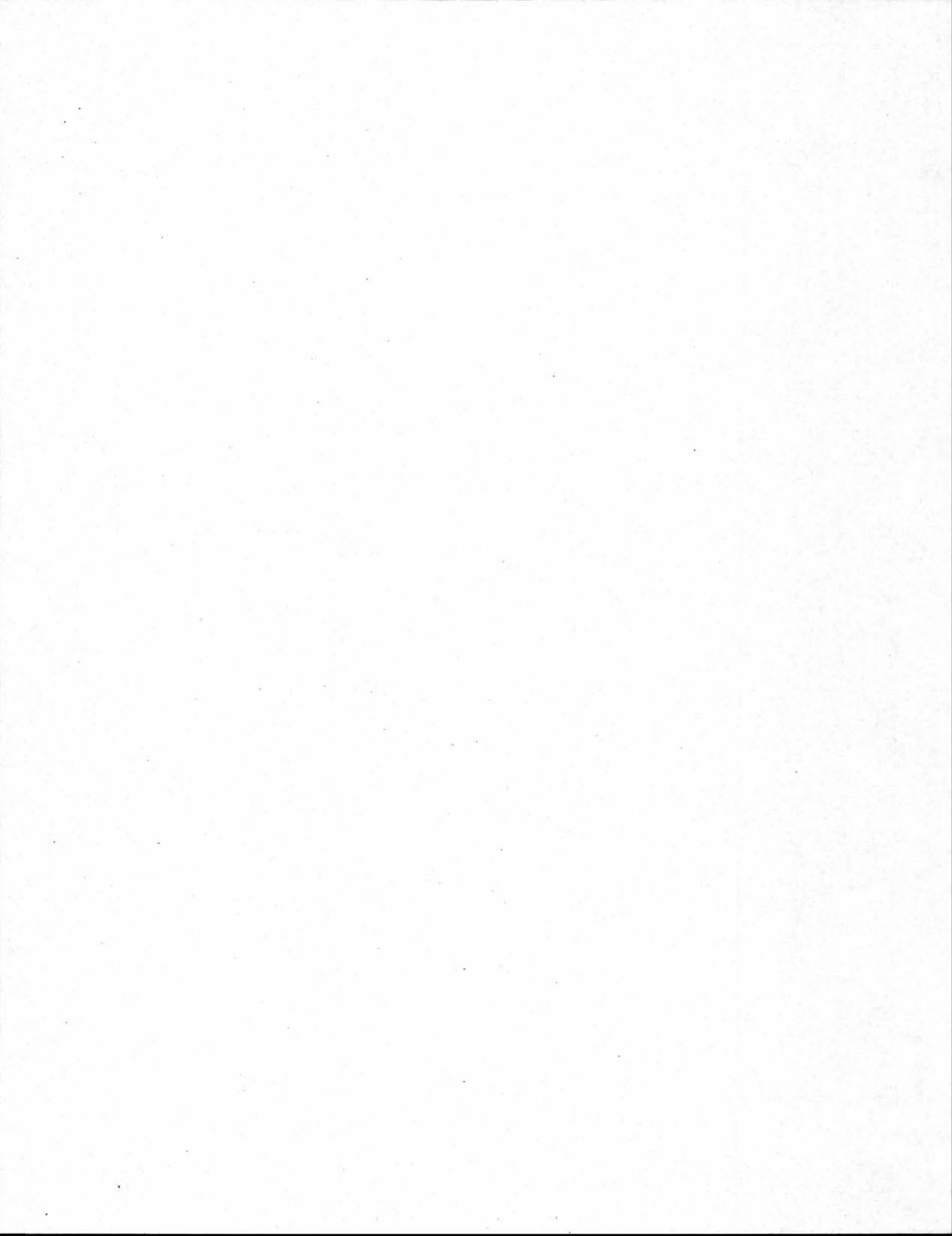
Requested by: Senator Goldston, Representative McLaughlin
I-----LRC STUDY ON DRIVERS' EDUCATION

Sec. 145. The Legislative Research Commission may study the cost, funding, and use of personnel in providing a Drivers' Education Program to the State's public school students with a view to promoting the program's efficiency, modifying its funding as appropriate, and, if possible, reducing its cost. The Commission may report the findings and recommendations of its study to the 1991 General Assembly.



**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX B
ACTIVITIES OF COMMISSION**



Activities of the Commission:

In the 1990 Session Laws, Chapter 1066, Sec. 99(c), the Commission is charged to:

... [S]tudy the Basic Education Program, how it has been implemented to date, and what effect the Basic Education Program has had on educational achievement throughout the State. The Commission shall also examine the remainder of the schedule of implementation of the Basic Education Program, review all items to be funded under the Basic Education Program, consider the relationship between the Basic Education Program and the School Improvement and Accountability Act, and recommend any changes or modifications to the Basic Education Program and the School Improvement and Accountability Act that it deems appropriate.

In addition, and pursuant to Chapter 1066, Sec. 145, 1990 Session Laws, and, a decision of the Legislative Research Commission to refer the Driver Education Study to the Commission, we are responsible for a "study of the cost, funding, and use of personnel in providing a Driver's Education Program to the State's public school students with a view to promoting the program's efficiency, modifying its funding as appropriate, and, if possible, reducing its cost."

The Commission chairs appointed a subcommittee on driver education. The subcommittee met December 10, 1990, January 3, 1991 and February 25, 1991 to formulate its final report and present that report to the full Commission.

SUMMARY OF THE COMMISSION'S ACTIVITIES

The Commission on Drivers' Education met three times, and at those meetings reviewed the following information:

- o Research on the general effectiveness of drivers' education programs.
- o Reviewed programmatic and fiscal data provided to the Commission by the Department of Public Instruction.
- o Received testimony from the North Carolina Drivers and Traffic Safety Association and the North Carolina Association of Professional Driving Schools. The minutes of the Commission meetings have been forwarded to the Legislative Study Commission on the Basic Education Program.

Pursuant to its charge, and following budget approval on October 25, 1990 of \$37,000.00 by Speaker Mavretic and President Pro Tempore Barnes, the Commission held a total of ten meetings.

On November 20-21, 1990 the Commission met for the first time and heard a comprehensive review of the Basic Education Program by DPI staff. The Commission agreed to request a joint report from DPI and the State Board of Education on waivers granted or denied under Senate Bill 2, including the reasons for denial; and, also, what response DPI and the State Board would make to the charge of the Commission. On November 21, 1990 the Commission heard presentations on BEP funding, history, and school capital outlay in construction since implementation of the BEP.

At its December 10, 1990 meeting the Commission heard from approximately twelve education groups concerning the charge to the Commission. Presenters included the Public School Forum, School Boards Association, NCAE, Tarheel Principals and others.

At its December 11, 1990 meeting the Commission heard additional presentations from Judge L. Richardson Preyer; Dr. Howard Maniloff; North Carolina Citizens for Business and Industry; Don Liner; and, the Public School Forum.

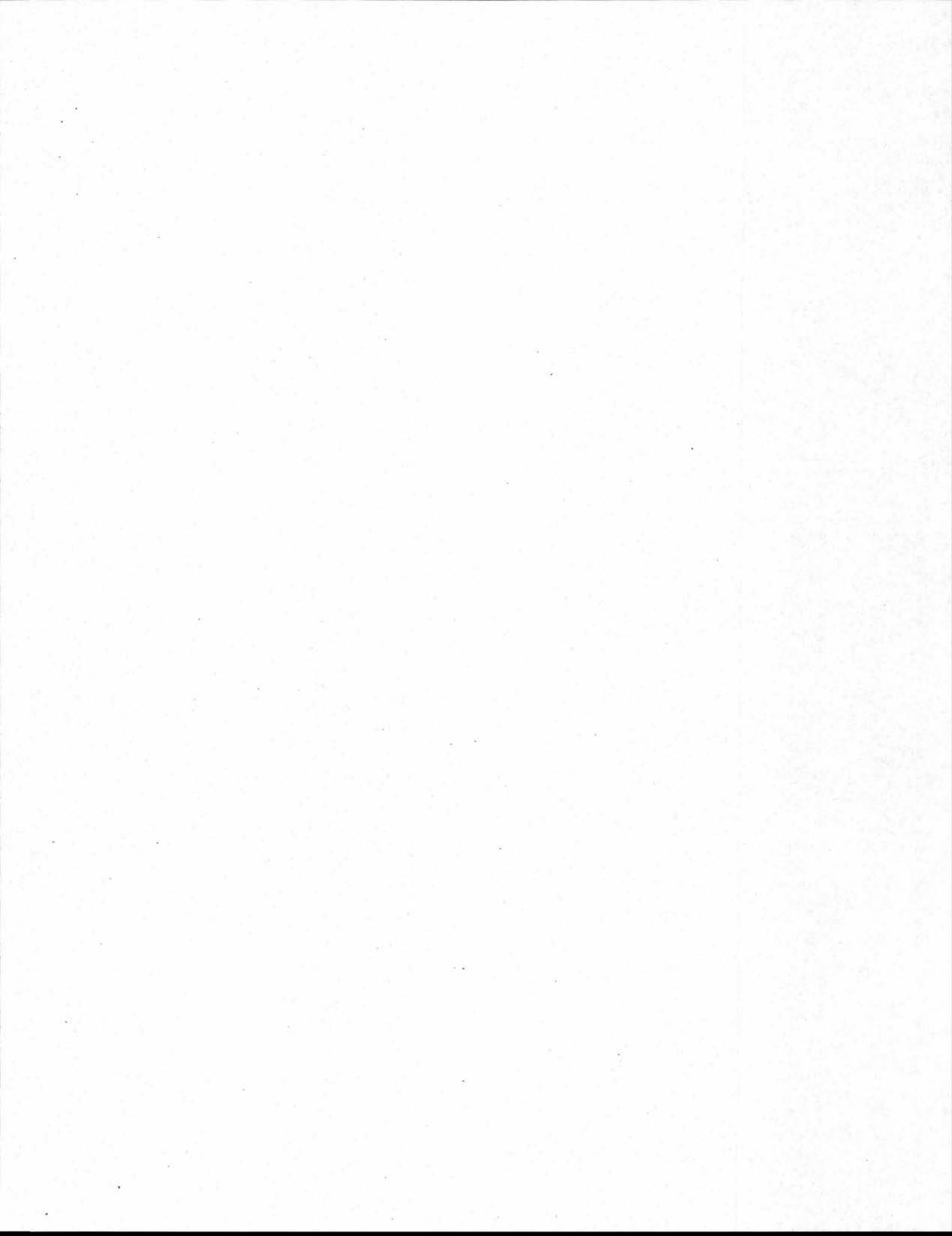
In order to meet with as many educators as possible throughout the State the Commission conducted four regional meetings in January. The purpose of the meetings was to provide a forum for an exchange of ideas between educators and commission members concerning the BEP, Senate Bill 2 and driver education. At each meeting, members met with regional superintendents, principals and teachers. In addition, the meetings provided commission members an opportunity to review a variety of school settings, rural and urban, some with a high level of local financial support and some with less local funding.

The Commission's regional meetings were held in Tyrrell County on January 8, 1991; New Hanover County on January 9, 1991; Davidson County on January 16, 1991; and, Watauga County on January 23-24, 1991.

On February 25, 1991 the Commission met to discuss its recommendations. On March 18, 1991 the Commission finalized its recommendations and authorized the co-chairmen to complete the Commission's final report.

**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX C
INTERIM REPORT**



February 14, 1991

MEMORANDUM

TO: President Pro Tempore Henson P. Barnes
House Speaker Daniel T. Blue, Jr.

FROM: Senator Marc Basnight
Representative Joe Hege, Jr.
Co-Chairmen
LEGISLATIVE STUDY COMMISSION ON THE BASIC EDUCATION
PROGRAM

RE: INTERIM REPORT TO JOINT LEGISLATIVE EDUCATION OVERSIGHT
COMMISSION

At 1990 Session Laws, Chapter 1066, Sec 99(d), the BEP Commission is directed to "submit a report on its activities to the Joint Legislative Education Oversight Commission prior to February 15, 1991." As chairs of the BEP Commission, we are making this report to you rather than Education Oversight, as the statutory appointments to that Committee have expired.

Activities of the Commission:

At 1990 Session Laws, Chapter 1066, Sec. 99(c), the Commission is charged to:

... [S]tudy the Basic Education Program, how it has been implemented to date, and what effect the Basic Education Program has had on educational achievement throughout the State. The Commission shall also examine the remainder of the schedule of implementation of the Basic Education Program, review all items to be funded under the Basic Education Program, consider the relationship between the Basic Education Program and the School Improvement and Accountability Act, and recommend any changes or modifications to the Basic Education Program and the School Improvement and Accountability Act that it deems appropriate.

In addition, and pursuant to Chapter 1066, Sec. 145, 1990 Session Laws, and, a decision of the LRC to refer Driver's Ed to the Commission, we are responsible for a "study of the cost, funding, and use of personnel in providing a Driver's Education Program to the State's public school students with a view to promoting the program's efficiency, modifying its funding as appropriate, and, if possible, reducing its cost."

The Commission chairs appointed a subcommittee on driver's education. The subcommittee met December 10, 1990, January 3, 1991 and will meet again on February 25, 1991 to formulate its final report.

Pursuant to its charge, and following budget approval on October 25, 1990 of \$37,000.00 by Speaker Mavretic and President Pro Tempore Barnes, the Commission met a total of eight times. We have planned a meeting for February 25, 1991 to begin consideration of our specific recommendations. The Chairs anticipate that the Commission will meet at least one more time before the Commission submits its final report to the General Assembly on March 31, 1991.

On November 20-21, 1990 the Commission met for the first time and heard a comprehensive review of the Basic Education Program by DPI staff. The Commission agreed to request a joint report from DPI and the State Board of Education on waivers granted or denied under Senate Bill 2, including the reasons for denial; and, also, what response DPI and the State Board would make to the charge of the Commission. On November 21, 1990 the Commission heard presentations on BEP funding, history, and school capital outlay in construction since implementation of the BEP.

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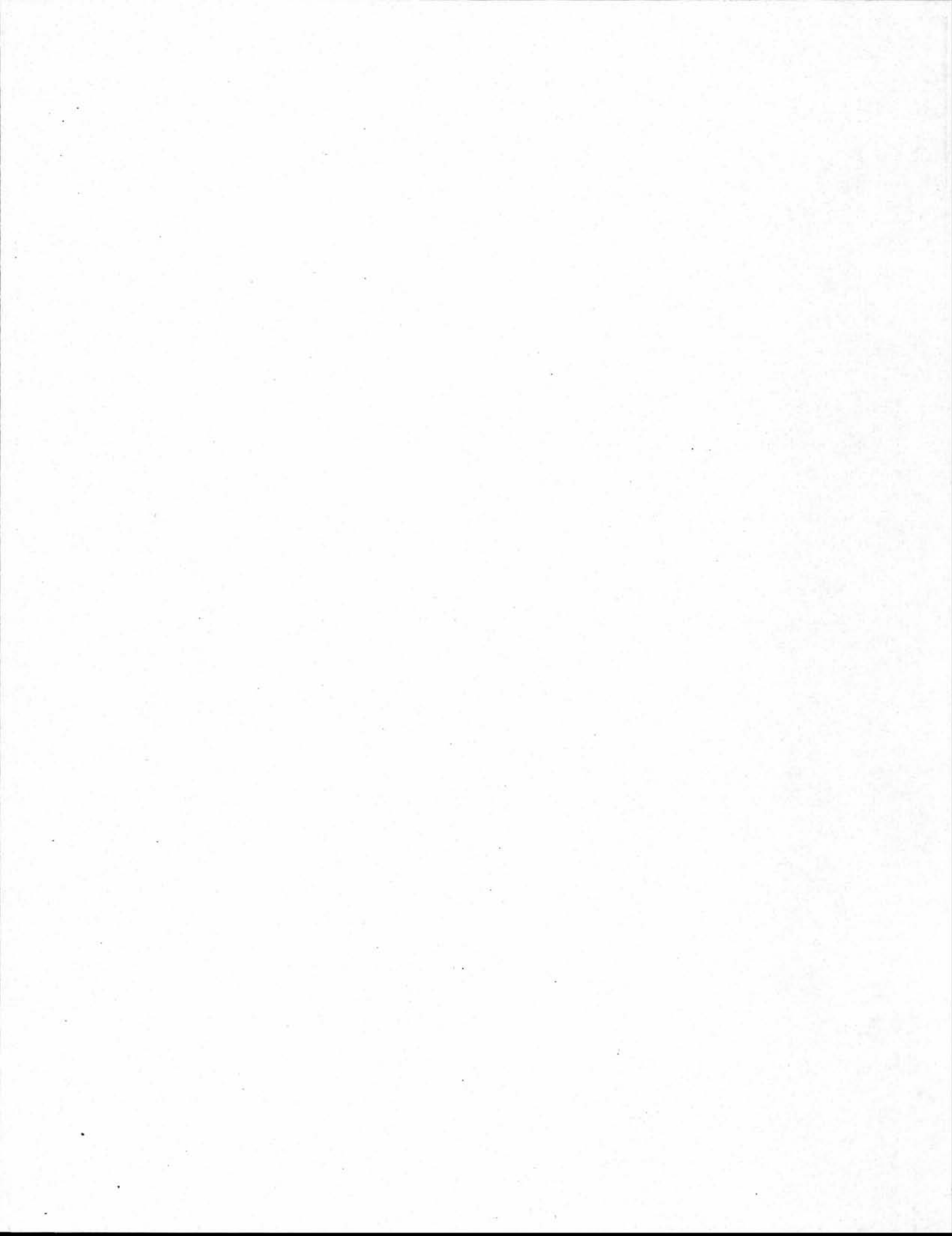
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The Commission's regional meetings were held in Tyrrell County on January 8, 1991; New Hanover County on January 9, 1991; Davidson County on January 16, 1991; and, Watauga County on January 23-24, 1991.

**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX D
REPORT OF REGIONAL MEETINGS**



February 25, 1991

TO: Senator Marc Basnight
Representative Joe Hege, Jr.
Members of the LEGISLATIVE STUDY COMMISSION ON THE BEP

FROM: Mary D. Thompson, Commission Staff

RE: REPORT OF REGIONAL MEETINGS

Attendance: 773 people attended, representing approximately forty counties.

TYRRELL: 261 persons attended, including: 15 superintendents, 29 principals, 96 teachers

NEW HANOVER: 78 persons attended, including: 10 superintendents, 9 principals, 36 teachers

DAVIDSON: 219 persons attended, including: 37 superintendents, 81 principals, 101 teachers

WATAUGA: 215 persons attended including 10 superintendents, 65 principals and 140 teachers

RECURRENT THEMES AND SUMMARY OF REMARKS

Overwhelming support for the Basic Education Program and Senate Bill 2. Educators see these two programs as complimentary. Of the two programs, most educators favored the BEP ahead of SB 2. Educators from less wealthy counties were particularly enthusiastic about the BEP.

The BEP provides a comprehensive program for all students, Senate Bill 2 provides local flexibility in programming, and autonomous decision-making, but requires that local educators be accountable for student achievement.

Educators believe in both programs and support full funding for both.

It is too soon to judge the success of the BEP by Standard achievement tests, however, there are indications of increased CAT scores statewide and that there has been a decrease in the drop out rate.

Educators, aware of the budget crunch, suggest continued support and implementation of both programs even if the timeline must be extended. Representatives of the Asheboro City Schools believe that teachers would argue for continued funding of the salary schedule and the BEP before differentiated pay funding.

Duplin County recommended the following priorities when considering continued BEP funding:

- o Reduce class size, fulfill projected guidance positions, add clerical and support staff; and,
- o Readjust the funding formula for vocational education teachers.

Harold Clark, Burke County Principal, stated that classes with smaller teacher-student ratios have brought better results than classes with teacher assistants. He recommended a 1-15 ratio in K-3 classes.

Summer school is mentioned repeatedly as an excellent way for at-risk students to receive needed remediation and stay on track toward graduation. Duplin County attributes a decrease in its drop-out rate to summer school.

Arts education is basic. It enhances student achievement. It prevents drop-outs.

Teacher morale is low. There is not good communication between Raleigh and the local LEAs. Too much regulation. Too many programs with a top down approach. Continuity is more important than beginning new programs.

The Effective Schools model is being utilized in a number of schools throughout the state and educators generally feel that the model is useful as a guide to creating effective and accountable schools.

RECOMMENDATIONS:

CLASS SIZE: Reduction in class size should be the highest priority when considering how to continue implementation of the BEP.

DIFFERENTIATED PAY: Allow the LEA to determine to whom the money is to go, including federal and uncertified staff. Allow a group incentive plan.

WAIVERS: Far too many waivers were denied.

EQUALIZATION FUNDING FORMULA: Supported by Lexington City Principals. Supported by Asheboro City Schools.

DPI: Should stop regulating and, instead, become a technical assistance center.

PRINCIPALS/ASSISTANT PRINCIPALS: Assistant principals should be 12 month employees. Assistant principals should be employed at a rate of 1/25 teachers.

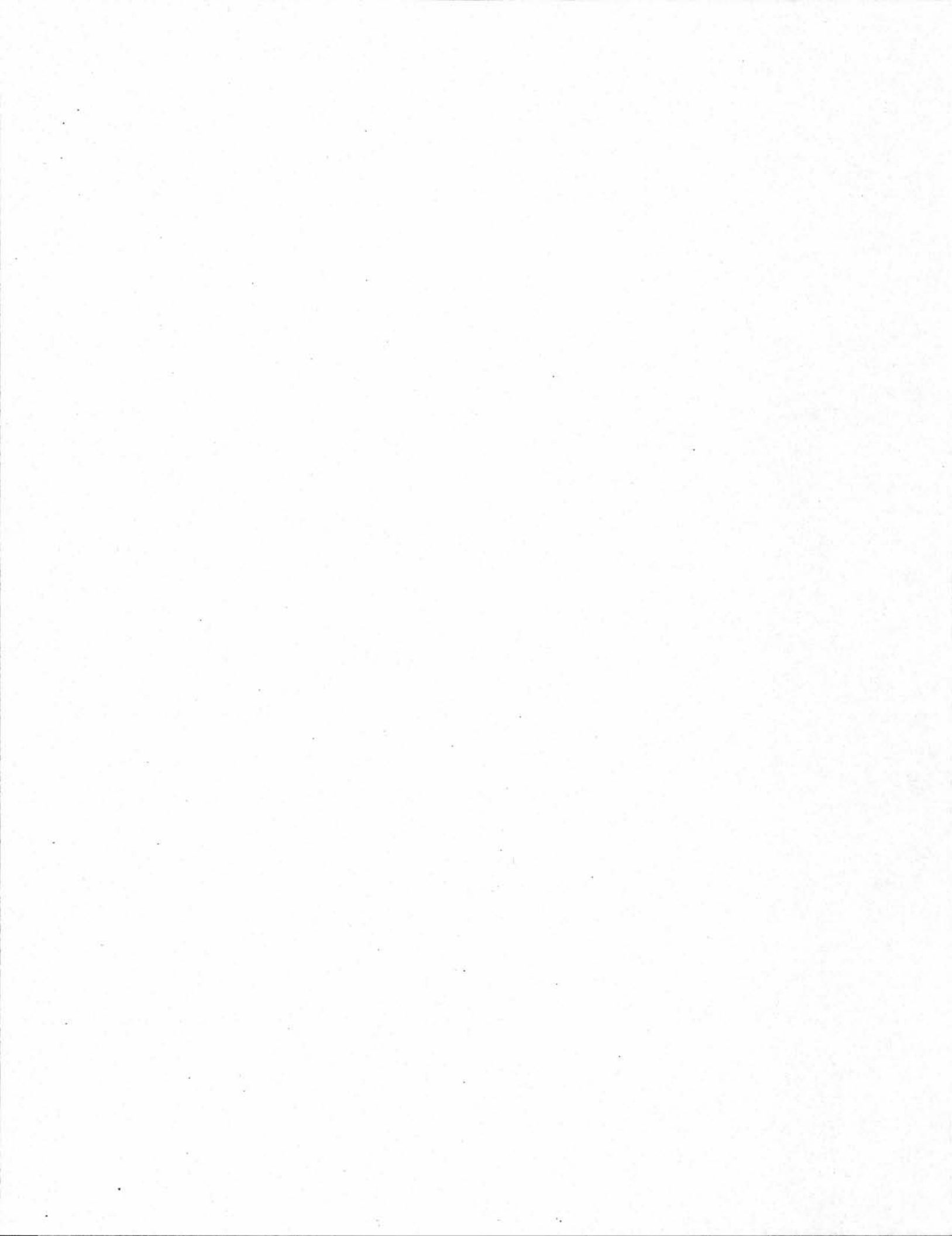
TEACHER ASSISTANTS: Provide instructional assistants for grades K-5.

YEAR-AROUND SCHOOLS: Supported by High Point teachers.

SECOND-LANGUAGE INSTRUCTION: Could be taught by video so that children could have such instruction at a time when it is convenient to teachers.

**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX E
SUMMARY OF REMARKS**



Papers presented to the Commission - Summary

I. GENERAL COMMENTS ON THE BEP/SB2

Travis Twiford, Superintendent, Elizabeth City-Pasquotank County

To achieve the goals of Senate Bill 2, DPI needs to move away from its role as a regulatory agency. Far too many waiver requests were denied. Schools should be judged on how well duties are performed and services delivered rather than how well regulations are followed. DPI should provide prescriptive technical assistance for schools.

Basic Education Plan Position Paper, Asheboro City Schools

1) The strengths of the BEP include: the vision itself--the decision to consider the arts, healthful living, and second language as basic; the acknowledgment that good leadership is important; the provision of support personnel (increasingly important in an education system which will be data driven and technologically sophisticated in the future); the commitment to thinking skills throughout the curriculum; a comprehensive guidance program; the expansion of student services to meet the needs of all students; the adoption of a competency-based curriculum with outcome standards expected of all students throughout the state; the provision of summer remediation opportunities for students who have not attained the expected competencies; and emphasis on a more challenging course of study.

Specifically, the BEP funds have allowed us to add 16.5 program expansion positions, which we have used to extend second language opportunities in our middle schools and elementaries, to fund art, music, and PE specialists at our elementary schools, and to provide a full-time guidance position at each elementary school. Until the cut-backs of last year we were able to hire a dance specialist.

2) The weaknesses of the BEP include: the inability to develop the programs envisioned without adequate funding--the initial tendency to be "too tight" with prescriptions about process--something which has been remedied through the adoption of Senate Bill 2; its price tag in a time of economic decline; and the scheduling challenges inherent in making programs which are temporarily understaffed (awaiting full funding of BEP). We are also having to integrate the dance and theatre arts components into our regular program with in-house specialists and staff development, since we have not been able to secure sufficient positions for permanent expansion in those areas.

Another area of weakness involved the funding formulas used. It is far more difficult for smaller systems to offer a comprehensive program under the current allocation guidelines than it is extremely large systems.

3) BEP items which remain to be funded.

For Asheboro we need to add additional music, art, PE, and second language positions at the elementary level.

We also require expansion in approximate priority order of the following positions:

1. an additional school nurse
2. an additional school psychologist
3. additional regular teacher positions to reduce class size (secondary school English and elementary positions)
4. additional assistant positions for grades 4-8 and clerical support for all levels
5. addition of a theatre arts and a dance specialist to serve all schools
6. expanded local leadership positions and/or months of employment (recall that all excellence literature supports the importance of good leadership)

We assume funding will continue for current programs, including remediation summer school and the state testing program.

4) The effect the BEP has on educational achievement.

The quality of art, music, and PE instruction available with the help of the specialists is enhanced. Research supports the ultimate payoff of such programs in academic achievement. But it is too soon to assess. Obviously, the addition of the guidance programs to the elementary schools has provided us with an early intervention program which should, as those students move into our high school, pay off in reduced dropout rates.

We have better articulation among our schools in terms of monitoring at-risk students as a result of a comprehensive guidance program.

In terms of student achievement: our youngsters continue to score well on standardized tests which measure traditional disciplines. The expansion programs are not measured by such indicators.

One of the things we fear from evaluations such as this is the pressure placed on areas, like the visual arts and music, to rush to implement quantifiable tests so they, too, can demonstrate increased student achievement. John Goodlad, nationally known education scholar, once compared our fascination with standardized test results to the fascination our primitive ancestors had with the gods of thunder and lightning. We threatened to compromise some very good affective domain programs as well as some programs designed to help students think holistically by requiring that they be measured in black and white with circled pencil marks.

5) The Relationship Between the BEP and Senate Bill 2.

Senate Bill 2 is a process, procedures, and accountability document. It tells us what we must achieve and provides us with some means for achieving it (funding flexibility, waivers, differentiated pay). BEP provides a vision (comprehensive, basic education for all North Carolina children, regardless of where in the state they live) and a description of what that vision entails. The two documents are complementary. Senate Bill 2, with its emphasis on site-based decision-making and its recognition of the results possible from a loose-tight management system (something advocated by the excellence in business literature), provides the necessary autonomy LEAs need to achieve the BEP vision.

The real problem, it seems, is that we are in the process of reducing that vision mid-way through its implementation. Because we lack the will or imagination to generate the funding, we are now trying to find a way to justify a reduced vision of a comprehensive, basic education. Since SB 2 addresses a limited number of specific achievement standards and since the connection of expansion program curriculum to those standards is impossible to demonstrate statistically, some people are using SB 2 as a rationale for diminished destinations.

We maintain, however, there is no inherent contradiction. Further, we believe that teachers throughout the state would argue for continued funding for their salary schedule and the BEP before they would defend SB 2 differentiated pay funding. The major efforts in SB 2 are the ones dealing with flexibility. To focus on the differentiated pay component is to focus on the least significant aspect of that legislation.

6) Recommendations. BEP needs to go back on-line; SB 2 as written is adequate with two exceptions -- both involving interpretations of the provisions of the law. If differentiated pay were to continue, two changes should be made. First, the pot of money can remain what it is now intended to be (a certain percent of the state salary pie), but to whom as LEA decides to distribute that should be determined at the LEA level. If, for example, the LEA staff voted to include federal and local teachers as well as uncertified support personnel in the program, that should be their decision. Secondly, the IIG provision should be waived so that, if a system adopts a group incentive plan (if a school reaches its goal, everyone at that site can receive a piece of the pie -- a system not unlike the allocation of World Series shares in baseball) it can do so without compromising it by having the principal determine who contributed to the success. Since both those program possibilities would require a majority vote of the staff and since the largest blocks would be the separate votes of administrators and state certified teachers, they could prevent those options if they so chose. As currently set up, no true group incentive plan is possible, even though a considerable amount of the excellence literature in business finds such a model very productive.

The second area of concern involves the DPI role in evaluating waivers. There is an inherent conflict of interest in those reviews when they extend beyond equity issues. If we are serious about site responsibility and freeing LEAs to innovate, then DPI's "yea" or "nay" options need to be severely curtailed. Set the measurements and hold us accountable (both opportunities -- BEP; and performances -- BEP and SB 2) for achieving them. But be willing to take the risks involved in setting us free to attain them. Intervene only in systems which are not meeting those standards.

L. S. Guy, Jr., Superintendent, Duplin County Schools.

The Duplin County Schools are pleased to report successful partial implementation of the BEP. "We honestly believe that the full follow through of the commitment made in 1983 and 1984, will significantly improve public education in Duplin County and in North Carolina. We hope all the state leadership will recognize that providing resources through efforts like those in the BEP coupled with the flexibility afforded in programs like Senate Bill 2 will provide the best opportunity to restructure the North Carolina public schools in the foreseeable future." Senate Bill 2 and the BEP compliment one another. The minimum resources designated in the BEP make the accountability requirements of Senate Bill 2 a possibility.

Duplin County Schools have been able to institute an excellent second language program through the BEP. "Children receiving second language instruction have a new perspective added to their basic education and educational research verifies much improved achievement for students who have the benefit of a second language program."

Art courses offer students an opportunity for all students to excel in school.

Smaller class sizes allow teachers and assistants to give students more individual time.

"Summer school funds have made it possible for many students needing remedial instruction to attend summer school and achieve legitimate academic promotion to stay on track toward graduation. No doubt, many Duplin County youngsters having this summer school opportunity have gone on to graduate who otherwise would probably have become dropouts. This can be evidenced by Duplin County's dropout rate being reduced in the past five years from over 6% to approximately 4.5%.

Our first report card, far from perfect, reflects positive results from a school system sharing a common vision, moved by a common language and needing only flexibility in using available resources to move forward even further. Certainly we recommend that we stay the course with the BEP even if it takes a few more years to implement, because of what we truly believe to be a North Carolina money crunch."

The following priorities are recommended when considering continued BEP funding:

1. reduce class size
2. fulfill projected guidance positions
3. add clerical and support positions
4. funding be made available to prevent approximately 70 LEA's from losing vocational teachers when the 1:95 formula for allotting vocational positions is implemented under the BEP. Most of those units losing will be the poorer, rural units which have depended upon those teachers to not only provide needed skills for our students but to also help reduce class size.

James R. Simeon, Superintendent, Lexington City Schools

The General Assembly's commitment to the Basic Education Program began a foundation of trust which evolved between the General Assembly, the State Department of Education, Local Administrators, teachers and parents. To sustain that trust and have effective implementation at the school level, the General Assembly needs to follow through on both BEP and SB 2.

The BEP is good but it is a long term solution and needs time to be implemented completely.

BEP's emphasis on educating the total child is crucial.

Accurate assessment of the effect of the BEP must be done following the complete implementation of the BEP.

Had educators realized that the General Assembly might not be able to fully implement the BEP, educators would have concentrated more on class size reduction.

Support positions should not be classified as administrative.

Winston-Salem Forsyth County School System statement of Support of the BEP.

The arts, visual arts, dance, music and drama, and second languages are absolutely fundamental to the education of students for the 21st century. Without the arts North Carolina's children will be doomed to second class citizenship in the multi-cultural, international world. Educational research has shown that students involved in a broad fine arts program learn other subjects better than students not similarly involved.

Second language study increases the ability of students to function successfully in a growing international/multi-cultural society.

Tom McNeel, Superintendent, New Hanover County Schools

Benefits of the BEP include expansion of arts education, elementary Spanish, elementary counseling, increased number of assistant principals, establishment of a state funded summer school program for grades 1-12.

Problems and concerns of the BEP for the New Hanover Schools include:

- reduction of financial support for 1989-90 and 1990-91; uncertainty about an inability to plan for future funding.
- BEP achievements results are very difficult to document because most of the programs are in areas which have no standardize tests. However, summer school program has had a definite positive effect on student achievement and advancement.

Vickie Moss, teacher, Trindale Elementary School, High Point, NC

Stop pressures on teachers to meet requirements mandated from above

- The Standard Course of Study is one of the strongest parts of the BEP
- The new criterion referenced tests and end-of-course testing, to be used in 1993, will add to the validity of the standard course of study because what is being tested being taught.
- Teachers now deal with the breakdown of the family unit and social problems which were not so much a concern for teachers many years ago.
- Some teachers feel that provisions of the BEP take away from the time they need to cover the basics which are tested.
- Teachers do agree that foreign language, arts, and arts instruction are helpful to the overall education of children.

The following specific recommendations are made:

1. Provide physical education teachers for every elementary school giving students well planned skills every day and freeing an additional one-half hour day for planning time for the regular classroom teacher.
2. Provide instructional assistants for classes grades K-5.
3. Provide assistant principal positions for schools with enrollments of 500 or greater. The principal needs to be concentrating time on curriculum and instruction, teacher evaluation and assistance, and student/parent communication without continually being interrupted to deal with bus problems, discipline problems, etc.
4. Base teacher allocations on ADM in the individual school and allow no more than 20 students in grades K-2 and 23 students in grades 3-5.
5. Increase the school year to year-round school with students attending 45 days and out 15 days. During the 15 day break provide special enrichment, remedial, accelerated classes for all interested students allowing teachers to teach as long as they desire.
6. There is not a need for additional money to support drama and dance teachers. The music and PE teachers at the elementary level adequately cover this curriculum.
7. Second language could be taught by means of video so that teachers could work together daily on second language instruction at a time when it better fits into their instructional day.
8. Staff development should be fully funded but also field tested.

Mark Southern, President of Forsyth Assistant Principal's Association, representing 86 assistant principals in every school in the Winston-Salem Forsyth School System

Assistant principals should be twelve month employees. Assistant Principals are an important part of shared decision making and site base management. They need 12 month employment to have continuity in their jobs and to assist principals.

Assistant principals are asked in the two weeks which follow the close of the school year and the two weeks prior to the school year to do the following tasks:

1. Assess the previous year's programs and goals and preparation of programs and goals for the coming year.
2. Inventory specific administrative tasks (books, physical facilities, instructional equipment, custodial personnel and transportation responsibilities at the end of the school year, and distribution and organization of the same items in the fall.)
3. Develop master schedules, year-end reports (Sims. etc.) handbooks, teachers and students newsletters, staff development activities, administrative management plans, and staff assignments. Assistants often shoulder the

responsibility for the management and operation of summer school programs. Assistant principals are the front line contacts with all elements of the school population.

David Burrow, Thomasville, N.C., Resident of Davidson County, Former PTA President, parent

The BEP and Senate Bill 2 are complimentary progressive programs which must be funded to completion. Without complete funding of both programs there is a loss of creditability. The BEP provides curriculum to assist all North Carolina students to compete in a highly technical world.

Jonnie Van Roukel, Principal, Lexington City Schools

The BEP has raised the overall opportunities for the state but the gap between districts still exists. A child's educational opportunity should be a function of the wealth of the entire state. We support an equalization funding formula that would provide comparable educational opportunities across the state.

Rethink position that counselors, media specialists, and psychologists are administrators. These people provide direct services to children.

Davidson County Principals/Assistant Principals Association, Joyce F. Swicegood, Welcome, N.C. 27374

As of January 2, 1991 the Davidson County Principals and Assistant Principals Association goes on record as supporting:

1. Continued funding of the BEP with emphasis on reduction of academic class size;
2. Extended compensation for extended employment of assistant principals on the basis of one for every 25 teachers;
3. Senate Bill 2 with emphasis on site-based decision making of the use of funds;
4. The driver education program being maintained under the State Department of Public Instruction;
5. Tenure for principals and the addition of tenure for assistant principals under the Fair Employment and Dismissal Act.

Charles Blanchard, Duplin County Schools, Principal, Wallace-Rosehill High School

Staff morale is lowered by a lack of consistent commitment to education programs.

There has been successful implementation of the BEP in Duplin County. Duplin County sees a complimentary relationship between the BEP and Senate Bill 2.

- Summer school;
- smaller class sizes;
- staff development resources

The system's first report card reflects positive results which resulted from the BEP.

Priorities for further funding of the BEP:

- reduce class size;
- fulfill the projected number of guidance positions and clerical positions
- study the proposed State Board of Vocational Education formula allotment

J. Evan Myers, Tarheel Associations of Principals/Assistant Principals, representing 322 principals and assistant principals in Region 5.

Supports the idea of a 12 month position for assistant principals; and

Consider allocation of assistant principals on a ratio of 1 assistant principal to 25 teachers.

Linda M. Jones, Principal, William R. Davie Elementary School, Mocksville, N.C. writes in support of the Basic Education Program and states "With enhancement positions, my students benefit from the same advantages that larger, more affluent schools can provide. Spanish, art, music, and guidance positions provide educational and cultural opportunities for my students that were unheard of before the BEP."

Linda Little, Principal of Wilkesboro Elementary School, Wilkesboro, N.C. Ms. Little writes "Before the BEP was implemented in Wilkes County, we had a smattering of the arts, no second language in the elementary schools, some computer skills, and the 'basics' in the academic areas." She states "The BEP has allowed our county to provide the personnel such that we have the flexibility to use the specialists as an integral part of our instructional staff. We feel that our second language program, our integrated arts program have been direct benefits of the Basic Education Program and we encourage you to support the continuance of it."

Arnold D. Sgan, State Department of Public Instruction, Western Regional Education Center. Before the BEP there were no full-time art teachers in Madison County. Because of the BEP, students in grades K-12 in Madison County now have art education in grades K-12 on a regular basis.

Before the BEP the Buncombe County School System had no second language program. Through BEP funds they have developed a second language program in all elementary schools in grades K-4. Buncombe County also added enough elementary physical education specialists so that all students could receive physical education on a regular basis.

As a result of the BEP, Graham County now has advanced math and science courses.

The BEP has begun to make a difference in the quality of our instructional programs. I urge the legislature to consider funding the BEP to its conclusion.

II. ARTS EDUCATION IN THE BEP

Bob L. Alexander, Director of Arts Education, N.C. Arts Educators.

North Carolina Arts Educators requests the Commission on the BEP to recommend the continuing of the BEP in its present form.

The Commission was presented with a list of career opportunities which can result from training and communication in the arts. Those careers included:

- stunt man or stunt woman;
- model;
- broadcast technician;
- photographer;
- commercial artist;
- medical illustrator
- interior designer
- professional artist
- radio/television announcer
- advertising;
- public relations worker;
- journalist/editor;
- interpreter/translator
- landscape architect;
- architect;
- performing artist.

The Commission was presented with a paper entitled " The Importance in Value in Drama Activities." This paper lists the following 25 values gained through drama activities by students.

Values for individual student: aid in developing self-expression, allow for individual differences, may help in the selection of a career, develop leisure time interests, provide a better understanding of oneself, offer training in adjusting to new situations, enrich the student's personality, develop self-reliance, require the budgeting of one's time, may strengthen mental and physical health, develop sportsmanship, provide opportunity for practicing tolerance of other's wishes and opinions, require the assumption of responsibility, and offer broad cultural experiences.

Values for the community and society in general: develop social cooperation as students work with others toward a common goal, provide training in leadership, prepare students for democratic living, offer experiences which develop good citizenship and a sense of civic duty, develop respect for law, order, and authority, provide opportunities for unselfish service, may develop an awareness of community problems and a desire to help solve them, and develop bonds of understanding and friendship, regardless of race, creed, wealth, status or ability.

The Commission was presented with a position paper of the International Thespian Society entitled "The Importance of Theatre Arts as a Discipline" which stated that:

theatre is among the most accessible and beneficial of all the arts. Students with a wide variety of skills can participate, and there are few barriers to the handicapped. Theatre is not just the actors, singers, and dancers on stage; it is also the scene painters and set builders and costume makers; the playwrights and directors and stage hands; the salespeople and bookkeepers and managers. Students who participate in theatre can learn a wide variety of concrete lifetime skills from carpentry to public speaking. Educationally, theatre offers the special kind of learning experience that allows students

to apply what they study--art appreciation, art history, carpentry, drafting, English, humanities, playwriting--to a practical situation. There are the invaluable interpersonal skills that are as basic to a good education as math and reading; listening, observing, working in a group, getting a job done, communicating effectively. Finally, there is the experience of putting oneself onstage which, literally, millions of people cherish as a key step in the process of growing up.

School theatre also serves as vocational training for those students who will pursue careers in the performing arts or a related field, or who will use the skills they learn in theatre in a wide variety of employment areas. But the Society is dedicated to helping theatre education survive and prosper so that it is available in its richest forms to all students, regardless of their ultimate career choices.

Catherine Spenser, Williston Middle School, Wilmington, N.C.

Ms. Spenser spoke at the public meeting in Wilmington on behalf of art education. Along with her comments, Ms. Spenser submitted

Building A Case For Arts Education: An Annotated Bibliography of Major Research 1990. Speaking on behalf of arts educators throughout the State, Ms. Spenser borrowed the following points from the monograph Building A Case For Arts Education.

1. The arts enhance students' creativity and increase creative thinking and problem-solving ability.
2. The arts are an integral part of human development in dimensions such as use of both hemispheres of the brain; development of cognitive, affective and psychomotor skills; and learning styles.
3. The arts increase communication skills vitally needed in today's complex society with its emphasis on technology and mass communication.
4. The arts enhance basic literacy skills (literacy here being defined more broadly than just fundamental reading skills) to include cultural literacy and literacy of non-verbal stimuli.
5. The arts enable students to acquire aesthetic judgment, a skill which enhances daily life and affects individual choices as well as group decisions concerning the human environment.
6. The arts develop self-esteem and help students gain a more positive self-concept. Low self-esteem is considered the root of major societal problems such as violence, teenage suicide, and substance abuse.
7. The arts provide students better cross-cultural understanding through knowledge of civilizations and cultures past and present. Cross-cultural understanding is significant in terms of the international nature of the economy. In terms of human relationships, failure to understand the pluralistic nature of society often leads to racial and ethnic tension.
8. The arts improve the school atmosphere and can aid in improving student attendance and decreasing the dropout rate.

9. The arts provide numerous career opportunities both in the commercial/entertainment industry and in the not-for-profit sector.
10. The arts improve student performance in other subject areas.
11. The arts are a valuable teaching tool in working with special populations such as students with physical or mental handicaps, those with limited English proficiency, or the economically disadvantaged.

Shelton Wilder, Watauga County. "The arts are basic to the total education of every child." Art teacher Wilder tells the following story:

Shortly after returning from Christmas break, my classroom door opened and a young man stepped in. He was in his late twenties, upscale, professional and unrecognized at first. I finished my instruction and went over to ask what I could do for him. As he introduced himself to me I recalled a most incredible, zany, daring, student of fifteen years past. Patrick went on to fill me in on his last twelve years. He finished in the school of Engineering at NC State with top honors. He was employed as an electromagnetic engineer for IBM. His challenge was to develop robotics capable of cleaning up areas where no man goes, nuclear reactor disasters. Who would have ever guessed this art student would be solving such problems. After 5 years with IBM he was bought (at a handsome sum) by a west coast computer company. He is now a senior engineer, designing the next wave of computers for Solbourne International.

I asked him why he came back to visit his art room, why not physics or math? He replied that art was exactly what he is doing in his life now. That the numbers and the facts, and the equations were just the tools of engineering, that his career was really creative problem solving. His experiences in art gave him courage to take risks, to look for new solutions, to have confidence in failure and to continually seek success. I remembered a drawing he did in high school which challenged him to invent the ultimate chair, and how his design included wrap around video display, built in surround sound, climate control, and his favorite beverage dispenser. I believe the arts are basic to help provide the kind of thinkers we need in the 21st century

Roberta A. Lipe, Asheville, N.C. Ms. Lipe teaches art in three schools in Buncombe County grades K-5. She states: "Creative problem-solving in art has increased their higher order thinking skills, art appreciation and history have increased reading and writing skills through perceptual awareness, and a new focus on 'at-risk' students has targeted the arts to help keep them interested in school!"

"We're going to need creative thinkers for the 21st century, in all areas of work and life. As one of my principals has said, if we had had more concentration on the arts all along, we'd have people who could fix our furnaces. The arts are not 'frills' or 'froth' meant only for those who can afford them. Schools that emphasize quality arts education will have higher test scores, and students more excited about learning and ready to make an impact on the future of this State'."

A petition in support of the arts and foreign language as part of the Basic Education Program was submitted by teachers from Weaverville Elementary School, Weaverville, North Carolina. The petition was signed by 20 educators.

Karen Canfield, Art Specialist, Buncombe County Schools. Generally supports the Basic Education Plan and states "I am incensed at the idea that our state's future is

placed at risk by a short sighted approach to education that is motivated by the need to save money now but could cost a 'fortune' in the health and well being of our children-our state's greatest natural resource; our future work force and taxpayers. I am ashamed of our low national rating according to test scores and I am tired of our state's lack of follow through on progressive educational packages such as the BEP."

Barbara Yale-Read, Assistant Professor, Art Department, Appalachian State University.
Her paper emphasizes the importance of art education.

III. DRIVER'S EDUCATION

Jennifer Wilson, Mocksville, N.C., Davie High School student writes in favor of drivers education in the schools.

Amy Yelton, Mocksville, N.C., Davie High School student writes in favor of drivers education in the public schools. States that drivers education teachers in the public schools are trained professionals, that drivers education courses in private schools may be cost prohibitive for students, and that the public schools environment is conducive to learning and studying drivers education.

Ann C. Anderson, Job Readiness Training, Enka High School, Enka, N.C.

I would like to challenge anyone to show that there is another single course in public school more vital to success and survival than driver's ed. It is presently being taught by certified professional educators who not only know their subject matter but have an understanding of teenagers and how they learn. It is taught thoroughly at a time during their regular school program when every student can participate and have the optimum chance of being certified in driver's education. Student's least likely to have someone to reach them to drive are also least likely to have transportation to classes held before or after school or during the summer. Taking driver's ed out of the public schools will affect economically disadvantaged students particularly from families where neither parent has learned to drive.

There has been talk of using a license to drive as a reward for staying in school or taking it from dropouts or tying it to academic success. To me this is adding permanent failure to temporary failure. Let's deal with the internal changes needed to allow students to succeed academically without jeopardizing their ability to be self reliant.

Will we increase the number of people driving without a license by making it more difficult to obtain? Will this add to insurance costs for all of us when accidents occur and our collision insurance must cover our loss that was not our fault?

A driver's license is not less important than a high school diploma.

IV. EFFECTIVE SCHOOLS

The Commission was presented with a summary paper on the Effective Schools Model. The paper is based on the research of Ronald Edmonds and Lawrence Lezotte. The paper identifies the seven school characteristics which can identify an effective school, a school which has a high success rate in terms of student achievement and staff morale. The following characteristics are identified by Edmonds and Lezotte:

1. Safe and Orderly Environment

In the effective school, there is an orderly, purposeful businesslike atmosphere which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

2. Climate of High Expectations for Success

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they have the capability to help all students attain mastery.

3. Instructional Leadership

In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

4. Clear and Focused Mission

In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricula goals.

5. Opportunity to Learn and Student Time on Task

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, planned, teacher-directed learning activities.

6. Frequent Monitoring of Student Progress

In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

The following methods are suggested by Edmonds and Lezotte as effective measures of student achievement:

1. locally generated measures to insure that students are tested on what they are taught.
2. nationally validated measures to insure that the definition of mastery in one particular school district is acceptable in other school districts.
3. curriculum based once again, to insure that students are tested on what they are taught.

4. criterion-referenced to insure accuracy of assessment of one student at a time.
5. standardization to eliminate teacher subjectivity as a possible source of error.

7. Home/School Relations

Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

V. AT RISK FOUR YEAR OLDS

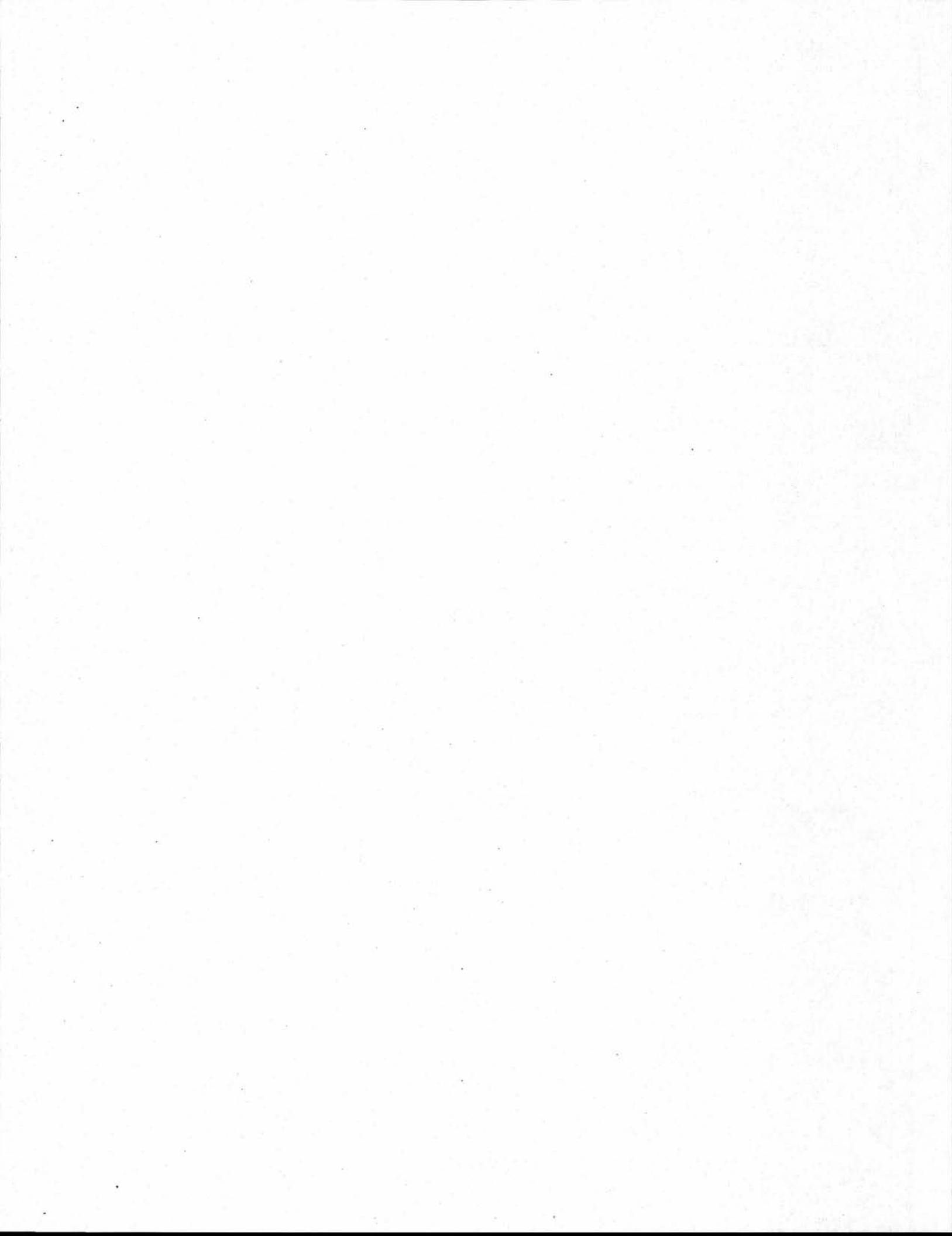
Duane Kirkman, Hickory Public Schools, Hickory, N.C., Assistant Superintendent of Curriculum Instruction. We definitely need three and four year old programs to increase the 'advantagement' which children have prior to coming to school so that they will have a greater opportunity to achieve.

Jill Rogers, Exceptional children teacher at Wilkesboro Elementary School, Wilkesboro, N.C. Ms. Rogers speaks in favor of the intergrated studies program. She stated that intergrated studies which are part of the BEP have a positive effect on her exceptional students. Her letter was signed by six other exceptional children educators.

91C-MT-019
February 25, 1991

**LEGISLATIVE STUDY COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX F
FISCAL DATA**



IMPLEMENTATION OF THE BASIC EDUCATION PROGRAM

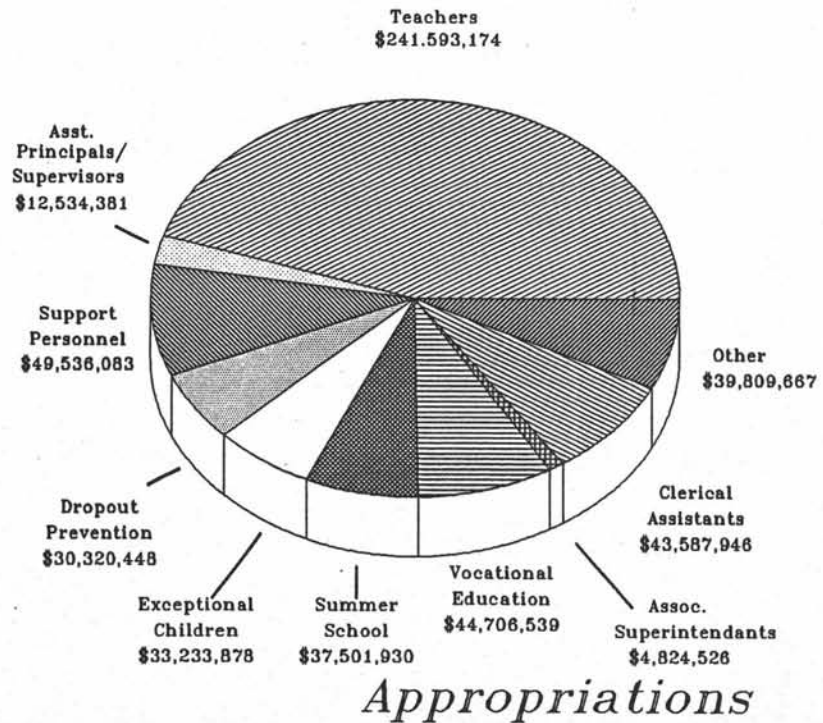
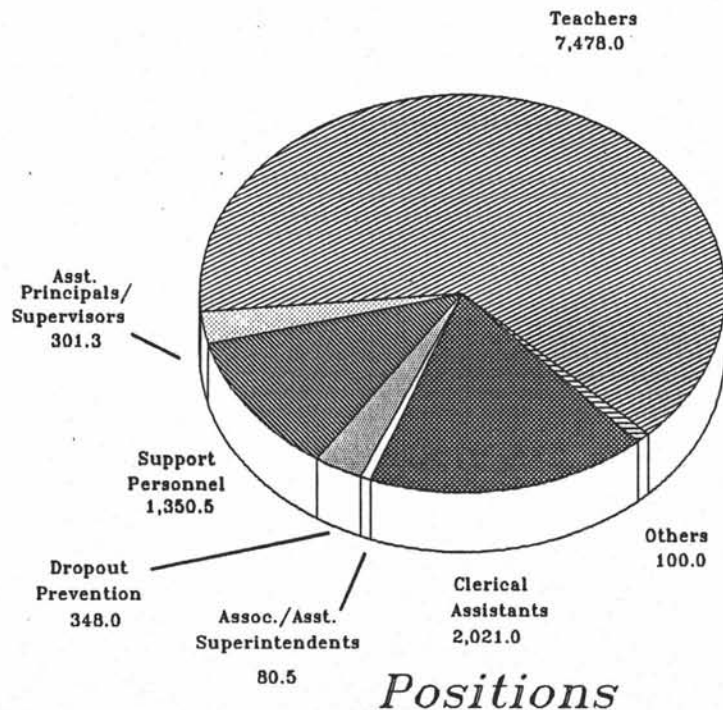
<u>Program Description</u>	Impact of BEP Funding 1985 - 1991 (Note 1)		BEP To Be Funded (Note 2)		Total BEP Funding	
	<u>Positions</u>	<u>Amount</u>	<u>Positions</u>	<u>Amount</u>	<u>Positions</u>	<u>Amount</u>
Teachers <i>Total Percent Instructional</i>	7,478.0	\$241,593,174 <i>46%</i>	4,102.5	\$133,289,124 <i>40%</i>	11,580.5	\$374,882,298 <i>43%</i>
Assistant Principals	297.0	12,355,516	259.3	12,877,456	556.3	25,232,972
Athletic Trainer Supplement	0.0	65,000	0.0	9,000	0.0	74,000
Instr., Lab, Media, or Clerical Assistants	0.0	0	3,823.0	57,302,947	3,823.0	57,302,947
Instructional Support Personnel - Certified	1,350.5	49,536,083	2,228.0	81,723,040	3,578.5	131,259,123
Supervisors	0.0	0	96.0	5,074,368	96.0	5,074,368
Teacher Assistants <i>Total Percent Instructional Support</i>	0.0	0 <i>12%</i>	1,772.0	26,560,508 <i>55%</i>	1,772.0	26,560,508 <i>29%</i>
Dropout Prevention	348.0	30,320,448	0.0	0	348.0	30,320,448
Exceptional Children	0.0	33,233,878	0.0	0	0.0	33,233,878
Staff Development	0.0	7,642,418	0.0	0	0.0	7,642,418
Summer School	0.0	29,439,438	0.0	0	0.0	29,439,438
Vocational Education <i>Total Percent Categorical</i>	0.0	44,706,539 <i>27%</i>	0.0	0 <i>0%</i>	0.0	44,706,539 <i>17%</i>
Instructional Equipment	0.0	7,811,324	0.0	0	0.0	7,811,324
Instructional Supplies	0.0	10,575,010	0.0	0	0.0	10,575,010
Textbooks <i>Total Percent Supplies, Textbooks, and Equipment</i>	0.0	9,358,322 <i>5%</i>	0.0	0 <i>0%</i>	0.0	9,358,322 <i>3%</i>
Associate/Assistant Superintendents	80.5	4,824,526	174.0	10,428,168	254.5	15,252,694
Clerical Assistants	2,021.0	43,586,946	336.0	7,246,512	2,357.0	50,833,458
Finance Officers <i>Total Percent Administration</i>	100.0	4,357,593 <i>10%</i>	0.0	0 <i>5%</i>	100.0	4,357,593 <i>8%</i>
TOTAL	11,675.0	\$529,406,215	12,790.8	\$334,511,123	24,465.8	\$863,917,338

Note 1: Reflects the total impact of the BEP when compared to the allocation formulas used in 1984-85. Dollars are based on 1990-91 allotted salaries plus benefits. If the BEP had not been implemented, funding in 1990-91 would be \$529,406,215 less than the \$3,276,507,002 actually funded.

Note 2: Remaining funding is based on 1990-91 ADM. Salaries are based on the 1990-91 allotted salaries including benefits.

BASIC EDUCATION PROGRAM FY 1985-1991

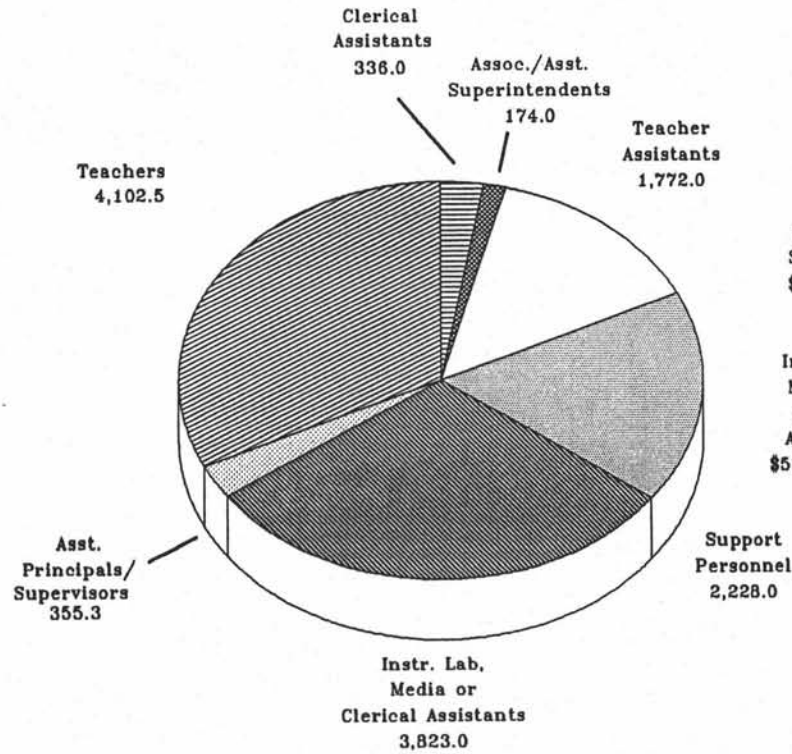
FRD
3/22/91



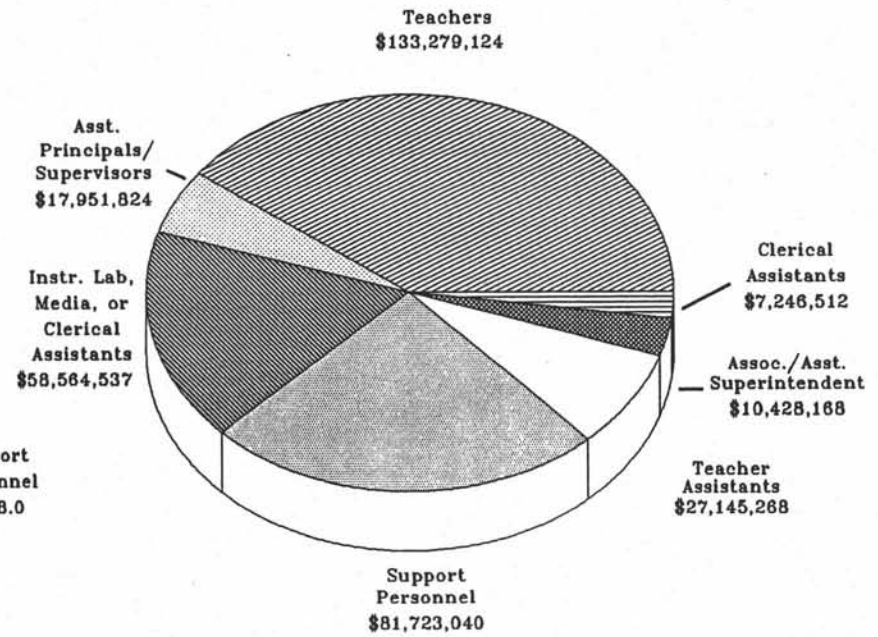
Note: Other consist of Athletic Trainer Supplement, Staff Development, Instructional Equipment, Instructional Supplies, Textbooks and Finance Officers.

BASIC EDUCATION PROGRAM FY 1991-1995

FRD
3/22/91



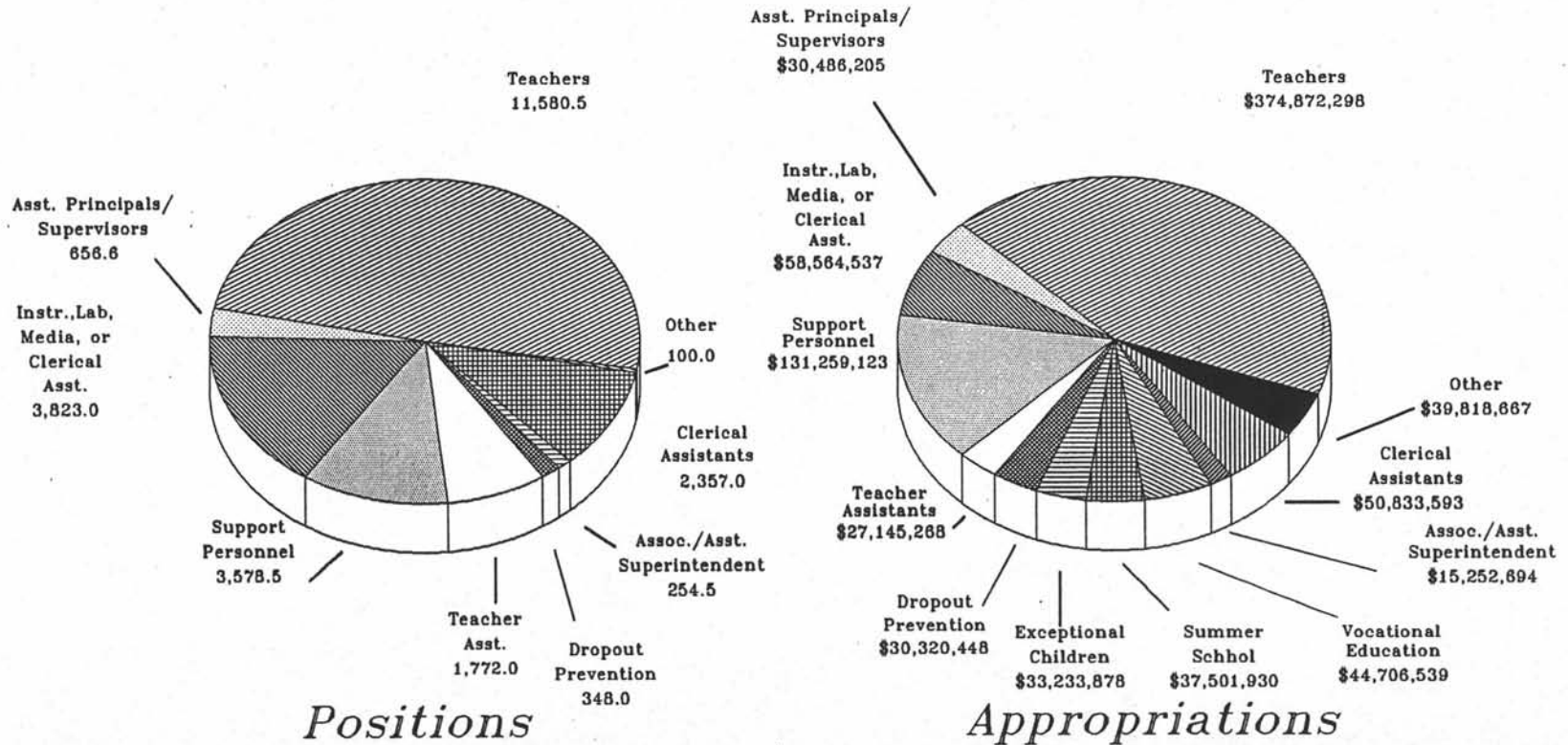
Positions



Appropriations

TOTAL BASIC EDUCATION PROGRAM 1985-1995

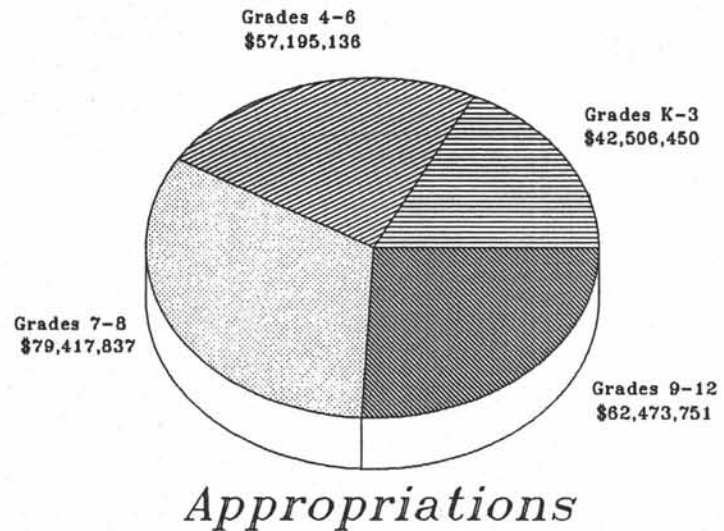
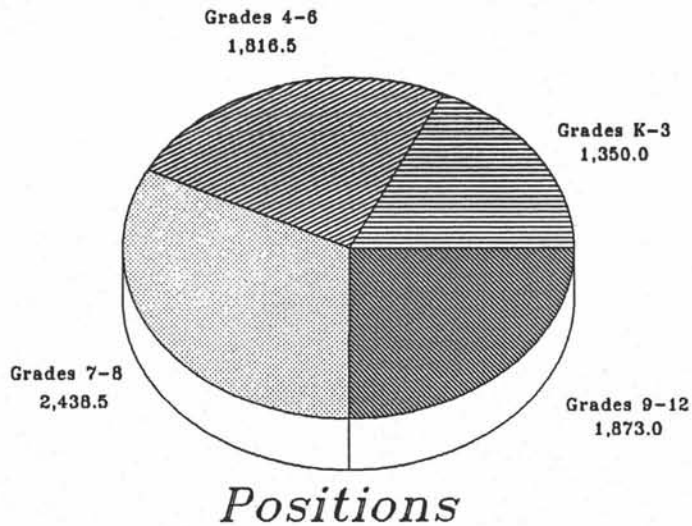
FRD
3/22/91



Note: Other consist of Athletic Trainer Supplement, Staff Development, Instructional Equipment, Instructional Supplies, Textbooks and Finance Officers.

BASIC EDUCATION PROGRAM FUNDING TEACHING POSITIONS 1985-1991

FRD
3/22/91



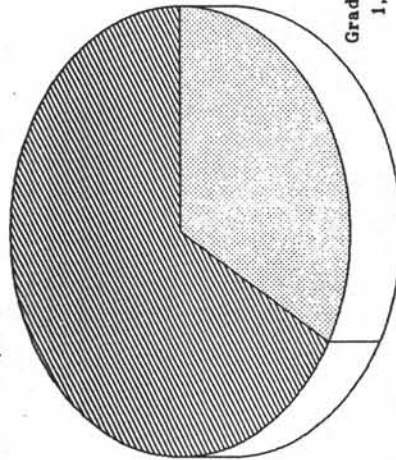
Teachers - All Grades	
Class Size	Enhancement
2,037.0	5,441.0
Total	
7,478.0	

Teachers - All Grades	
Class Size	Enhancement
\$70,275,406	\$171,317,768
Total	
\$241,593,174	

BASIC EDUCATION PROGRAM FUNDING TEACHING POSITIONS 1991-1995

FRD
3/22/91

Grades K-3
2,740.5

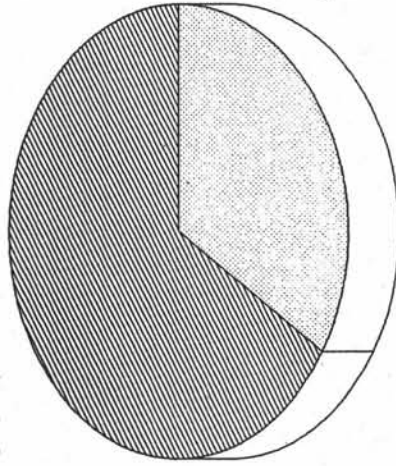


Grades 9-12
1,362.0

Positions

Teachers - All Grades	
Class Size	3,139.0
Enhancement	963.5
Total	4,102.5

Grades K-3
\$87,992,624



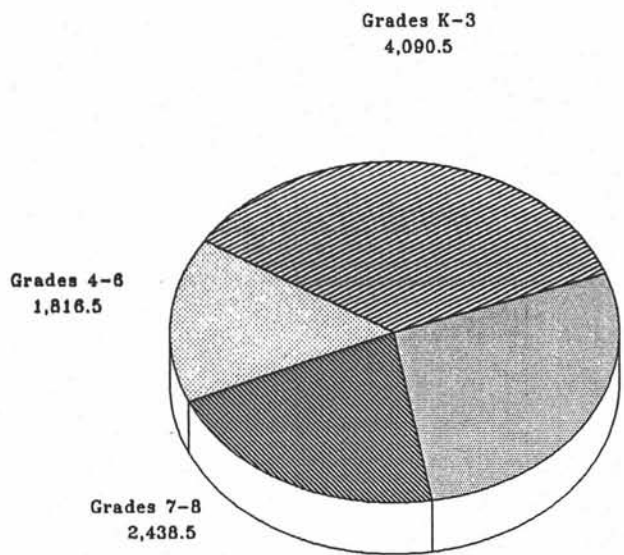
Grades 9-12
\$45,286,500

Appropriations

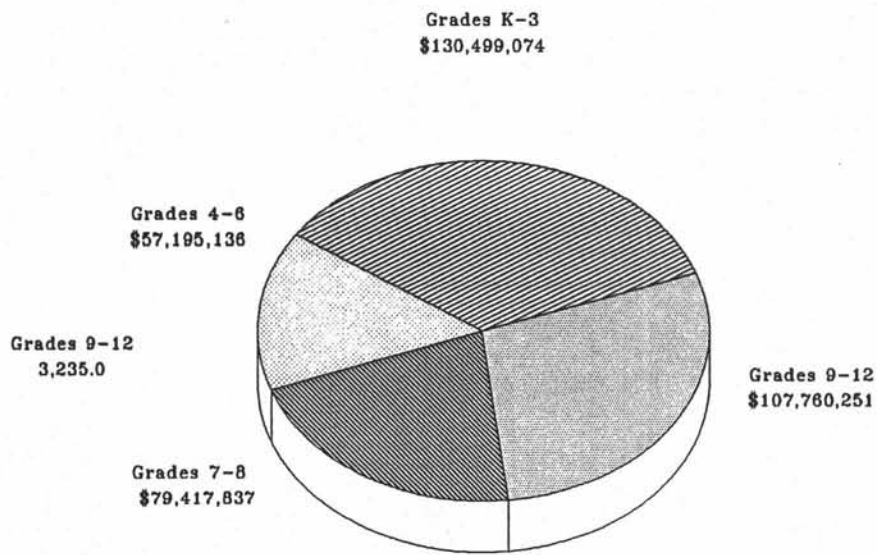
Teachers - All Grades	
Class Size	\$104,371,750
Enhancement	\$28,907,374
Total	\$133,279,124

TOTAL BASIC EDUCATION TEACHING POSITIONS 1985-1995

FRD
3/22/91



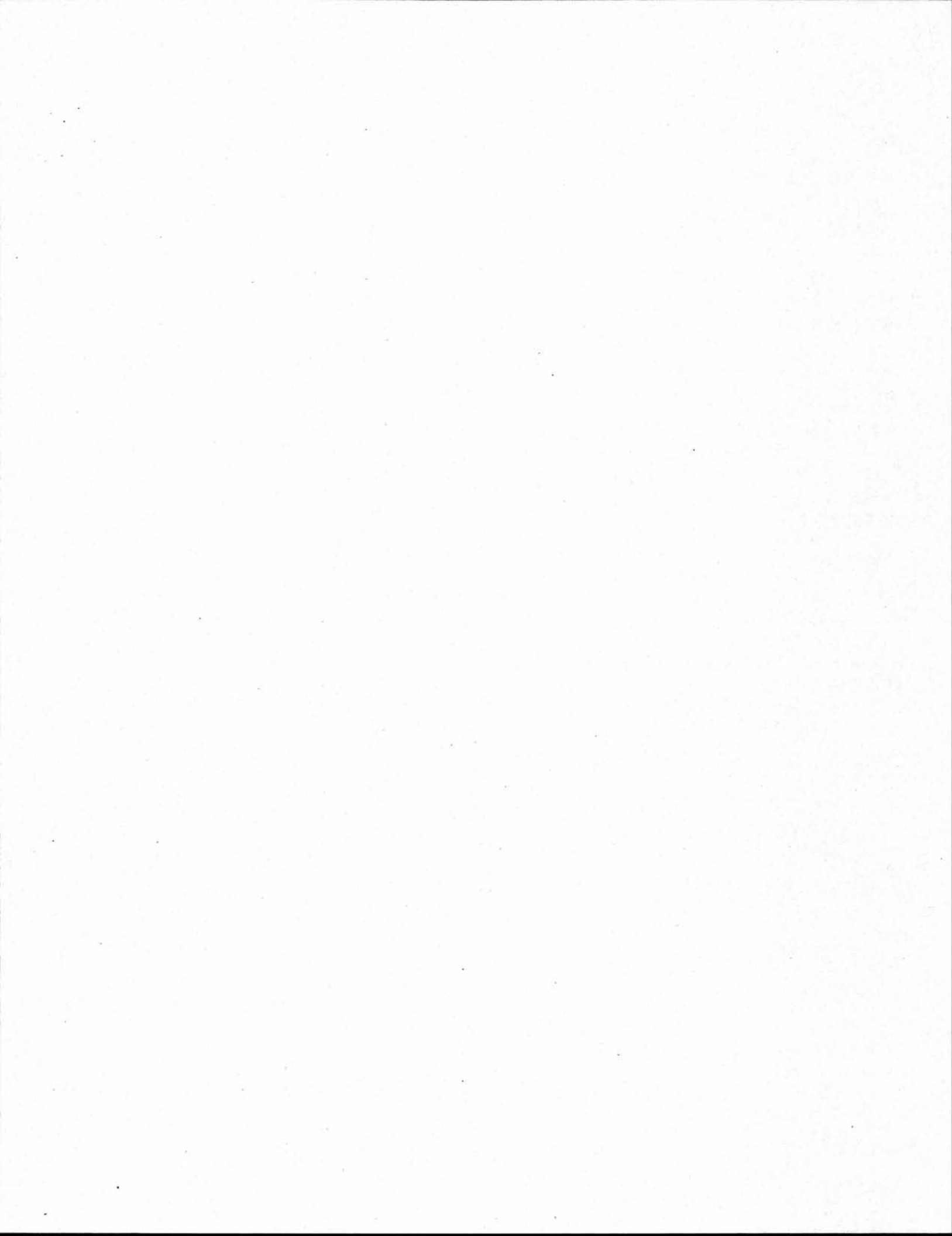
Positions



Appropriations

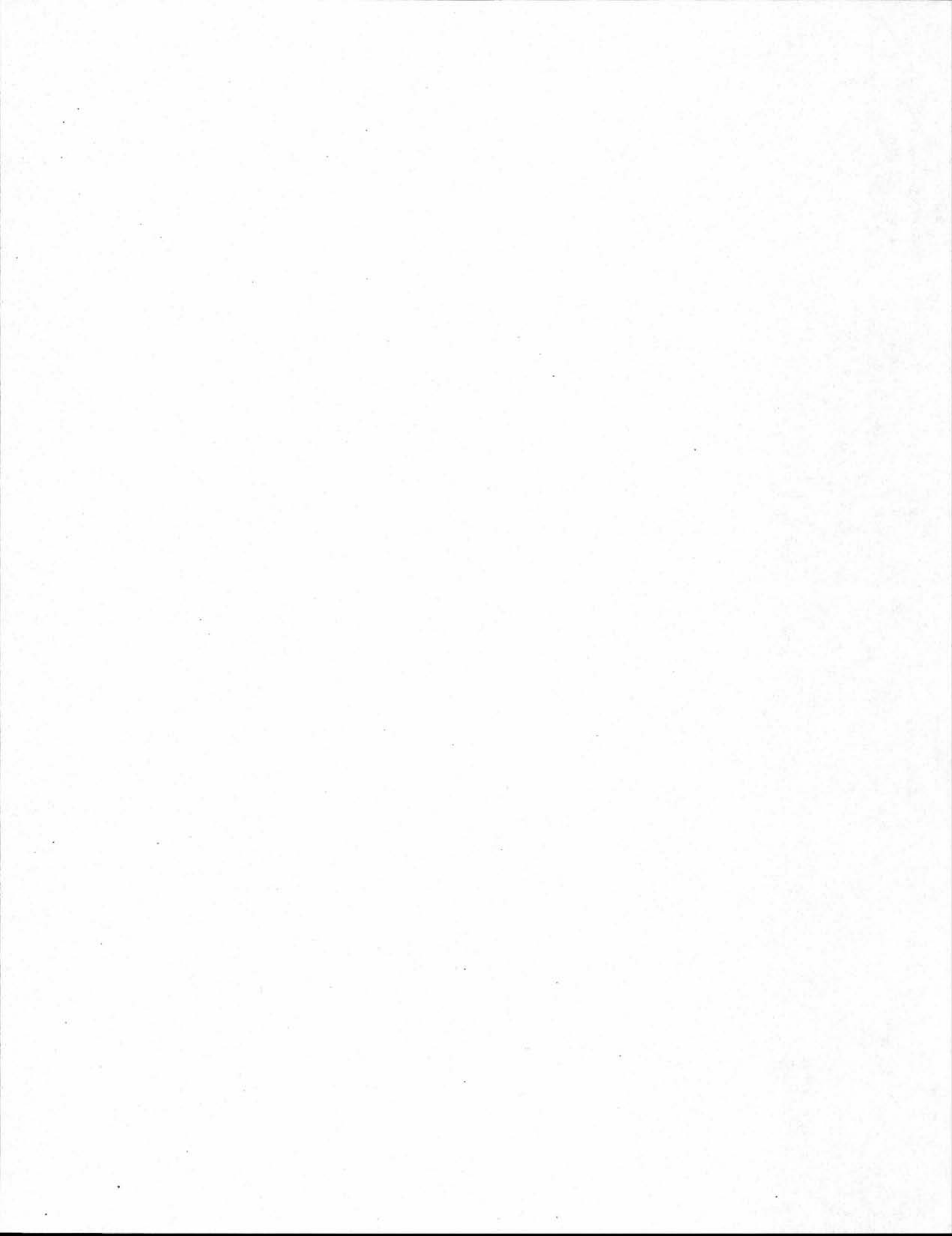
Teachers - All Grades	
Class Size	Enhancement
5,176.0	6,404.5
Total	
11,580.5	

Teachers - All Grades	
Class Size	Enhancement
\$174,647,156	\$200,225,142
Total	
\$374,872,298	



**JOINT LEGISLATIVE COMMISSION
ON THE
BASIC EDUCATION PROGRAM**

**APPENDIX G
EFFECT OF THE BASIC EDUCATION PLAN
ON
EDUCATIONAL ACHIEVEMENT**



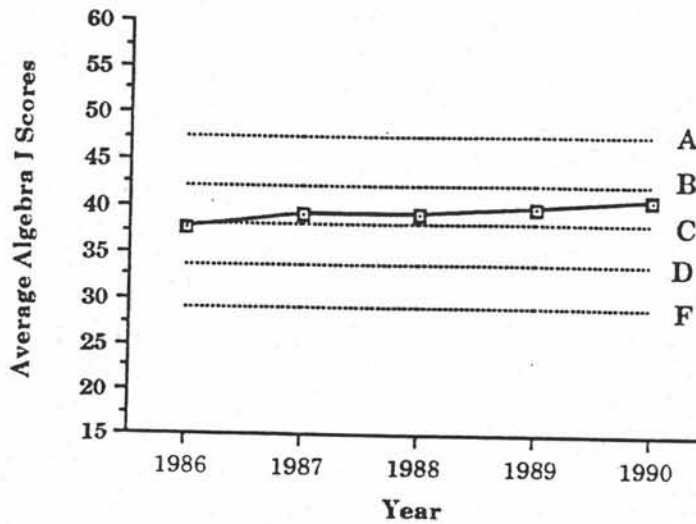
THE BASIC EDUCATION PROGRAM AND EDUCATIONAL ACHIEVEMENT

- A. What effect has the BEP had on educational achievement? Please cite test scores and other indicators of achievement.

EDUCATIONAL ACHIEVEMENT

- In 1989 North Carolina's Scholastic Aptitude Scores (SAT) dropped below the 49 other states and the District of Columbia. While this was an important indicator of problems in secondary education, it was not evidence of the failure of the BEP to achieve results. The 1989 graduating class was in the ninth grade in 1985-86, the first funding year of the BEP, and therefore did not have the full, potential impact promised by the BEP.
- The best evidence for any overall achievement effects of the BEP will come from the BEP mandated end-of-course tests and summer school evaluations, and the Senate Bill 2 mandated end-of-grade tests. These tests reflect the curriculum and standards set by the BEP. The end-of-course tests are only beginning to have enough years of administration to document any change, and implementation of the end-of-grade tests will not begin until 1992-93.
- Other effects should be tracked in specific funding areas, e.g. dropout prevention, summer school, vocational education, and exceptional children, or tied to specific goals, such as decreasing the student/teacher ratio to the national average.
- The achievement effects of such mandates as expanded curricula in the arts, health/physical education, and foreign language cannot be measured without assessments in those areas.

Statewide Average Algebra I Scores: 1986-1990



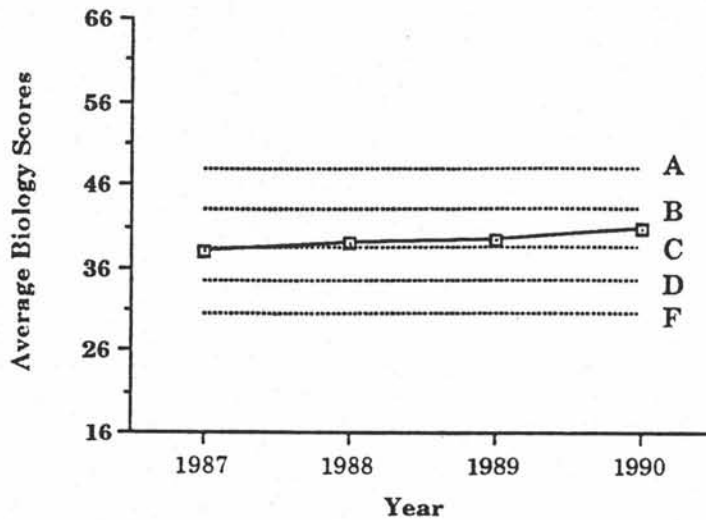
Typical grade level of students in 1985-86	9	8	7	6	5
Years in school under BEP	1	2	3	4	5

- Algebra I was the first subject assessed by the North Carolina End-of-Course Testing Program. In 1990 Algebra I students on average answered correctly almost 3 more test items than their counterparts in 1985-86.
- When placed on a grading scale, these scores reflect more than half a letter grade in achievement: On average, 1990 students scored at a B- or C+ level, compared with the C level performance several years ago.
- The 1990 Algebra I students have had the benefits of five years of increased funding through the BEP, in increments since the 1985-86 school year. Typical 1990 Algebra I students were in the fifth grade in 1985-86, the first year of BEP funding. Therefore, only the most recent groups of Algebra I students have had the potential impact of smaller class sizes in middle school.

Notes: Students typically take Algebra I in the ninth grade. Teachers recorded the final grade they anticipated giving each student at the time of test administration. The dotted gray lines indicate statewide average scores for each anticipated final grade for the 1985-86 administration of the Algebra I Test, and reflect grading standards at the initial administration.

Data Source: *Secondary Education in North Carolina: A Report of Participation and Performance in Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History, and English I*, NCDPI

Statewide Average Biology Scores: 1987-1990



Grade level of students in 1985-86	9	8	7	6
Years in school under BEP	2	3	4	5

- Biology was added to the testing program in 1986-87. In 1990 Biology students on average answered correctly 2.4 more test items than their counterparts in 1986-87.
- When placed on a grading scale, these scores reflect approximately half a letter grade in achievement: On average, 1990 students scored at a B- or C+ level, compared with the C level performance several years ago
- The 1990 Biology students have had the benefits of five years of increased funding through the BEP, in increments since the 1985-86 school year. 1990 Biology students were in the sixth grade in 1985-86, the first year of BEP funding. Therefore, only the most recent groups of Biology students have had the potential impact of smaller class sizes in middle school.

Notes: Teachers recorded the final grade they anticipated giving each student at the time of test administration. The dotted gray lines indicate statewide average scores for each anticipated final grade for the 1986-87 administration of the Biology Test, and reflect grading standards at the initial administration.

Data Source: *Secondary Education in North Carolina: A Report of Participation and Performance in Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History, and English I*, NCDPI.

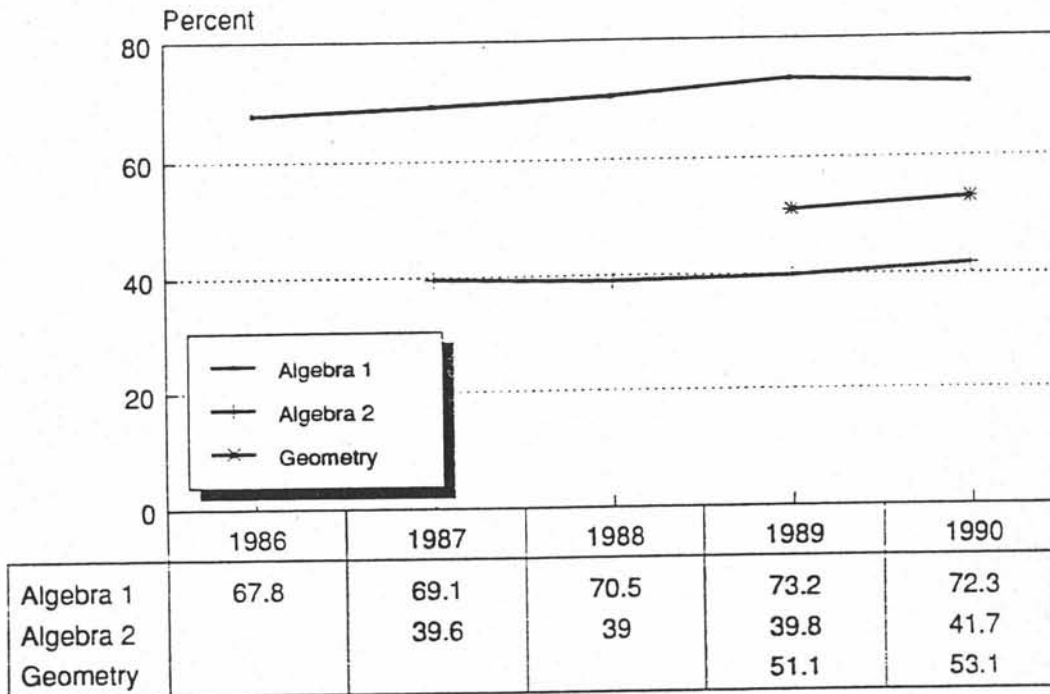
Average Core Scores for End-of-Course Subjects Since 1985-86

	1985-86		1986-87		1987-88		1988-89		1989-90		1990-91		1991-92	
	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct
Algebra I	37.7	62.9%	39.2	65.3%	39.2	65.3%	39.8	66.4%	40.6	67.7%				
Geometry	field test						37.5	62.6%	38.4	64.0%				
Algebra II	field test		37.7	67.2%	36.2	64.6%	37.6	67.2%	37.4	66.8%				
Physical Science	field test													
Biology	field test		38.0	57.6%	39.0	59.1%	39.2	59.4%	40.4	61.2%				
Chemistry	field test						37.5	62.5%	38.5	64.1%				
Physics	field test								38.3	63.9%				
English I	field test								64.3	64.3%				
English II	field test													
English III	field test													
ELP	field test													
U.S. History	field test				39.9	66.5%	42.0	70.0%	42.2	70.3%				
Healthful Living	field test													

•There is evidence that the standardized curriculum guaranteed by the BEP has had an impact on achievement in specific high school courses.

Notes: ELP is a ninth grade course: Economics, Legal, and Political Systems. Gray areas indicate years prior to implementation for each subject. Due to administrative differences between the 1987 and subsequent testings, scores on the 1987 test cannot be directly compared with scores on the subsequent tests.

Participation in Mathematics Courses Trends since Implementation of BEP

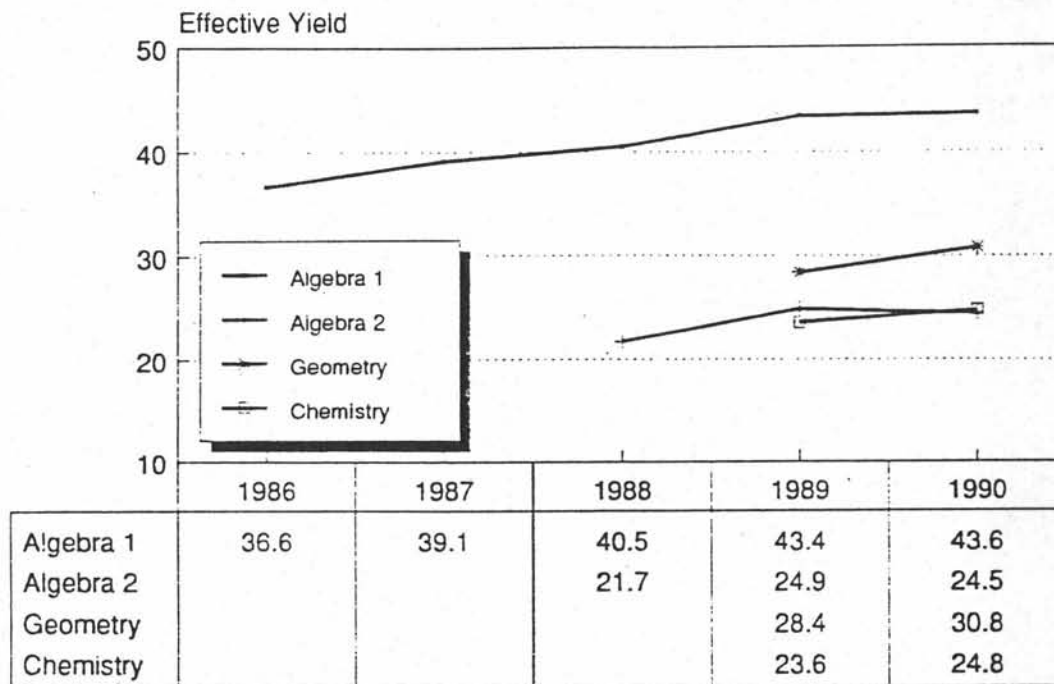


- Participation in selective mathematics courses has increased somewhat since the implementation of the BEP in 1985-86.
- Typical 1990 Algebra I students were in the fifth grade in 1985-86, and therefore were in middle school during BEP implementation years.

Notes: Participation is based on the number of students taking End-of-Course Tests divided by the eighth grade average daily membership when most of the students were in the eighth grade.

Data Source: *Secondary Education in North Carolina: Participation and Performance in Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History, and English I*, NCDPI.

Effective Yield Scores In High School Courses since BEP



- Effective yield is an index of the effectiveness of programs which takes into account both participation and performance. It is based on the concept of yield presented in *The Underachieving Curriculum* and suggests that indices of program effectiveness should reflect not only "what students know" but also "how many know it".
- Effective yield in selective mathematics and science courses has increased since the implementation of the BEP in 1985-86.

Notes: Effective yield is calculated by multiplying average performance scores by the percentage of students taking the course, counting only those who score above a passing level on the test as having taken the course.

Curtis McKnight, et. al., *The Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective*. International Association for the Evaluation of Education Achievement, Stipes Publishing Company, Champaign, IL, 1987.

Data Source: *Secondary Education in North Carolina: Participation and Performance in Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History, and English I*, NCDPI.

Trends in Students Beginning an Accelerated Mathematics Track by Taking Algebra I in the Eighth Grade

Year	Percentage of 8th Grade	Percentage of Algebra I Students	Average Scores	Number of School Systems with No Eighth Grade Algebra I
1985-86	11.3	15.8	44.2	34
1986-87	11.9	16.6	45.6	22
1987-88	12.2	16.8	45.9	22
1988-89	13.0	17.8	47.0	18
1989-90	14.6	19.4	47.7	15

- Two goals of the BEP were to expand opportunities for students to take advanced courses in high school, and to decrease class size in middle school.
- Algebra I, a gatekeeper course for advanced mathematics and science study, is offered in the eighth grade in many school systems, allowing select students to take four additional advanced mathematics courses in high school.
- In the initial year of the BEP, 11.3% of the eighth-grade class statewide took Algebra I, and 15.8% of Algebra I students were in the eighth grade. By the 1989-90 school year, eighth-grade participation in Algebra I increased to 14.6% of the eighth-grade class, and 19.4% of all Algebra I students. In addition, the number of school systems not offering Algebra I in the eighth grade decreased by more than 50% (from 34 to 15) since the initial implementation of the BEP.
- Even with these gains in participation among eighth-grade students, scores for eighth graders improved by an average of 3.5 test items, a larger gain than any other grade level group.

Notes: Three school systems in Robeson County did not have eighth-grade Algebra I prior to their merger in 1989-90. They are not included in the counts above.

Data Source: *Secondary Education in North Carolina: Participation and Performance in Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History, and English I*, NCDPI. *Report of Student Performance in Algebra I, 1989*, NCDPI.

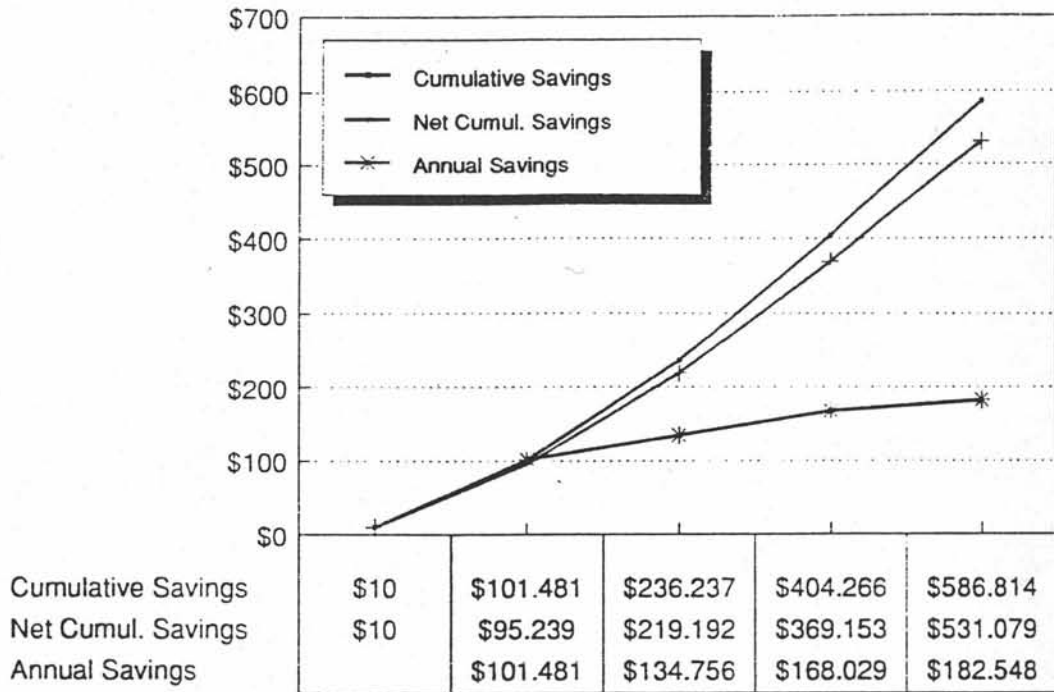
School Systems without Eighth-Grade Algebra I Students

Region	LEA	System	1985-86	1986-87	1987-88	1988-89	1989-90
1	70	Beaufort County	0.0	0.3	0.0	0.0	0.0
1	150	Camden County	0.0	0.0	13.2	9.8	12.3
1	460	Hertford County	0.0	6.2	12.1	11.2	17.2
1	480	Hyde County	0.0	1.3	0.0	0.0	1.5
1	720	Perquimans County	0.0	0.0	0.0	0.0	0.0
1	890	Tyrrell County	0.0	0.0	0.0	0.0	0.0
1	940	Washington County	0.0	9.1	12.8	9.0	16.1
2	520	Jones County	0.0	0.0	0.0	7.8	19.5
2	820	Sampson County	4.9	0.2	0.0	0.0	0.0
3	321	Durham City	0.0	0.0	2.3	10.5	12.1
3	330	Edgecombe County	0.0	0.0	0.0	0.0	0.0
3	331	Tarboro City	0.0	0.0	0.0	10.6	11.3
3	350	Franklin County	0.0	17.8	17.8	18.6	16.5
3	351	Franklinton City	0.0	18.0	24.1	21.9	26.2
3	422	Weldon City	0.0	0.0	2.9	0.0	19.8
3	660	Northampton County	0.0	21.2	18.0	14.4	17.7
4	240	Columbus County	0.0	0.0	0.0	0.0	0.0
4	781	Fairmont City	0.0	0.0	17.0	0.0	merged
4	784	Red Springs City	0.0	0.0	0.0	0.0	merged
4	785	St. Pauls City	0.0	0.0	0.0	0.0	merged
5	190	Chatham County	0.0	0.0	0.0	6.9	17.4
5	292	Thomasville City	0.0	13.4	13.8	15.7	11.0
5	790	Rockingham County	0.0	31.3	25.7	8.3	0.0
6	841	Albemarle City	0.0	1.4	0.0	0.6	38.8
7	30	Alleghany County	0.0	0.0	0.0	0.0	0.0
7	60	Avery County	0.0	0.4	0.0	3.7	9.6
7	140	Caldwell County	0.0	0.0	0.0	0.0	0.0
7	180	Catawba County	0.0	0.0	0.1	0.2	0.7
7	182	Newton City	0.0	0.4	0.0	0.0	17.0
7	492	Statesville City	0.0	0.0	0.0	0.0	0.0
7	860	Surry County	0.0	0.0	11.0	18.1	13.3
7	990	Yadkin County	0.0	0.0	0.0	0.0	0.0
8	200	Cherokee County	0.0	0.0	0.0	0.0	0.0
8	220	Clay County	0.0	0.8	0.0	26.7	27.2
8	560	Macon County	0.4	0.0	0.0	0.0	0.0
8	570	Madison County	0.0	0.0	0.0	0.0	0.0
8	590	McDowell County	0.0	0.0	10.3	14.2	18.4
8	810	Rutherford County	0.0	0.0	0.0	0.0	10.6
8	870	Swain County	0.0	0.0	0.0	17.9	19.8
8	995	Yancey County	23.7	23.0	0.0	0.0	0.0

- The school systems listed above had no eighth grade students in Algebra I during at least one of the years since the implementation of the BEP.
- Most of the school systems without eighth grade Algebra I are small and in rural areas. Since the BEP, over half of the school systems without eighth grade Algebra I have added this course in the middle grades.

Notes: Figures represent the percentage of eighth-grade students taking Algebra I.

Estimated Savings: BEP Summer School Students Promoted; Not Repeating a Grade



*1988: Estimated; Totals in millions.

- Students who attend summer school and are then promoted with the next grade level's requisite skills result in substantial savings in that the state does not have to fund another full year of schooling.

Notes: Net cumulative savings are the differences between retention costs and summer school costs.

1989 NC Minimum Skills Diagnostic Tests
Phase 2 and Phase 3 Statewide Test Results--Gains in Percent Correct

<u>Grade 3</u>	Total Score for Students Who Did Not Meet State Promotion Standards		Total Score for Students Who Did Not Meet Local Promotion Standards	
	<u>Number</u>	<u>Percent Correct</u>	<u>Number</u>	<u>Percent Correct</u>
Phase 2	2691	56.8	774	69.8
Phase 3	2691	70.5	774	76.7
	Average gain=13.7		Average gain=6.9	

<u>Grade 6</u>	Total Score for Students Who Did Not Meet State Promotion Standards		Total Score for Students Who Did Not Meet Local Promotion Standards	
	<u>Number</u>	<u>Percent Correct</u>	<u>Number</u>	<u>Percent Correct</u>
Phase 2	4669	59.7	1317	72.5
Phase 3	4669	69.3	1317	79.2
	Average gain=9.6		Average gain=6.7	

<u>Grade 8</u>	Total Score for Students Who Did Not Meet State Promotion Standards		Total Score for Students Who Did Not Meet Local Promotion Standards	
	<u>Number</u>	<u>Percent Correct</u>	<u>Number</u>	<u>Percent Correct</u>
Phase 2	5304	61.0	2034	73.7
Phase 3	5304	68.4	2034	79.1
	Average gain=7.4		Average gain=5.4	

- Not only does the BEP summer school result in substantial savings in reducing the number of students retained, but also, there are significant gains in achievement among students who must attend summers school due to state standards for promotion required by the BEP.
- On average, these third, sixth, and eighth-grade students score 7.4 to 13.7 percentage points higher on tests measuring minimal skills for the next grade level than they did prior to summer school.
- Results for other years are similar to those for 1989.

Notes: Results are based on students who took the short Phase 3 test, and for whom both Phase 2 (before summer school) and Phase 3 (after summer school) scores were available.

Data Source: NCDPI Information Center

California Achievement Test Results, Total Battery: 1986-1990

Year	Grade 3				
	1986	1987	1988	1989	1990
Percentile	58	58	60	61	65
Grade in School in 1985-86	3	2	1	K	Pre-K
Years in School under BEP	1	2	3	4	4

Year	Grade 6				
	1986	1987	1988	1989	1990
Percentile	54	55	55	56	58
Grade in School in 1985-86	6	5	4	3	2
Years in School under BEP	1	2	3	4	5

Year	Grade 8				
	1986	1987	1988	1989	1990
Percentile	51	52	53	54	56
Grade in School in 1985-86	8	7	6	5	4
Years in School under BEP	1	2	3	4	5

- Since the initial year of BEP funding in 1985-86, California Achievement Test Scores have increased from the 58th to the 65th percentile for third-grade students, from the 54th to the 58th percentile for sixth-grade students, and from the 51st to the 56th percentile for eighth-grade students.
- 1989-90 sixth and eighth-grade students have had no more than five years of *any* additional BEP funding; sixth-grade students were in the second grade, and eighth-grade students were in the fourth grade, the first year of BEP funding. 1989-90 third-grade students entered kindergarten the second year of the BEP. The largest gains on the CAT have occurred during the past year.

Notes: Although comparisons of scores on the CAT are problematic due to aging norming dates, and the administration of only one test form each year, they are the only performance data in reading and math that we have until the end-of-grade tests are developed and administered in 1992-93.

Data Source: *Report of Student Performance, Annual Testing Program, 1986-1990*, NCDPI.

California Achievement Test Results: 1986-1990

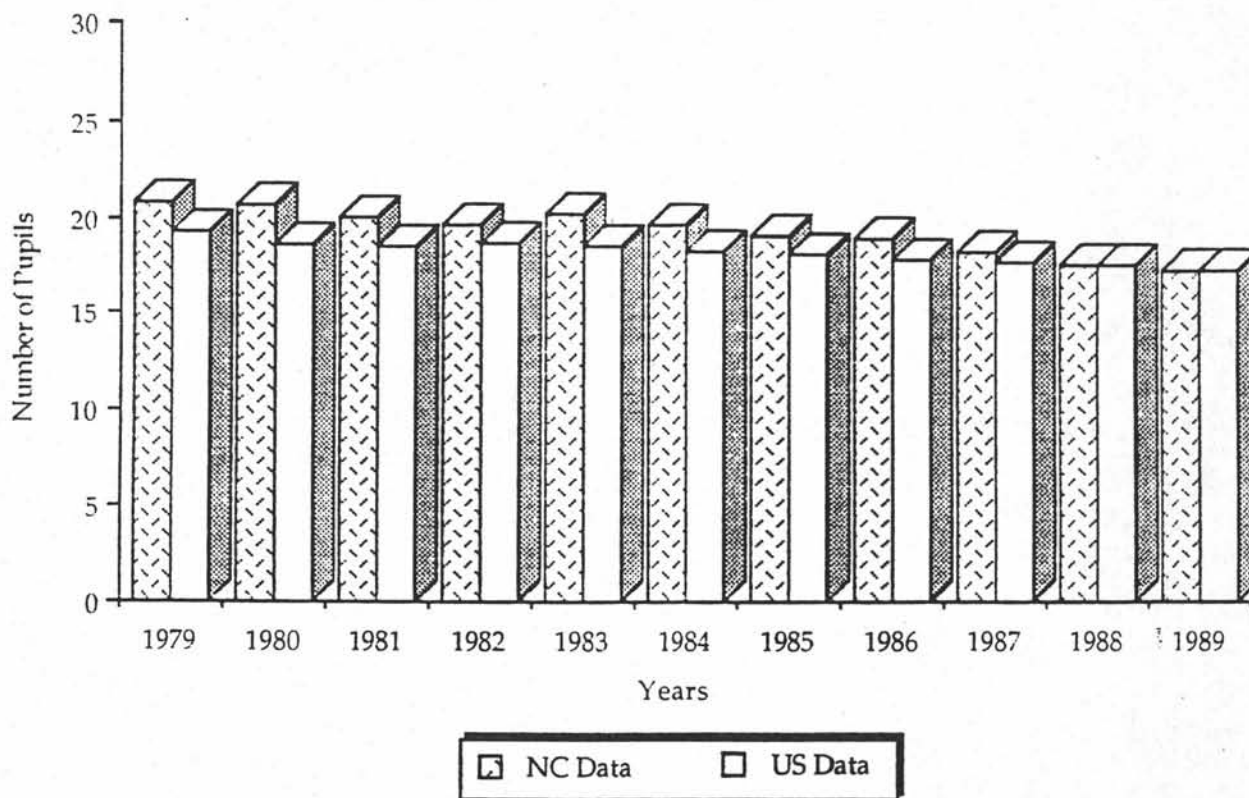
Grade	1986	1987	1988	1989	1990
3	58	58	60	61	65
4	--	--	--	--	--
5	--	--	--	--	--
6	54	55	55	56	58
7	--	--	--	--	--
8	51	52	53	54	57

- Longitudinally, 1985-86 third grade students scored at the 58th percentile, but dropped to the 56th percentile in 1988-89. The next group of third-grade students maintained their median percentile ranking of 58 in 1989-90.
- Among sixth graders, the 1985-86 and 1986-87 groups lost one percentile point when tested two years later, while the next group in 1987-88 improved one percentile point at the 1989-90 administration.

Notes: Statewide California Achievement Test results are not available for the fourth, fifth, or seventh grades.

Data Source: *Report of Student Performance, Annual Testing Program, 1986-1990*, NCDPI

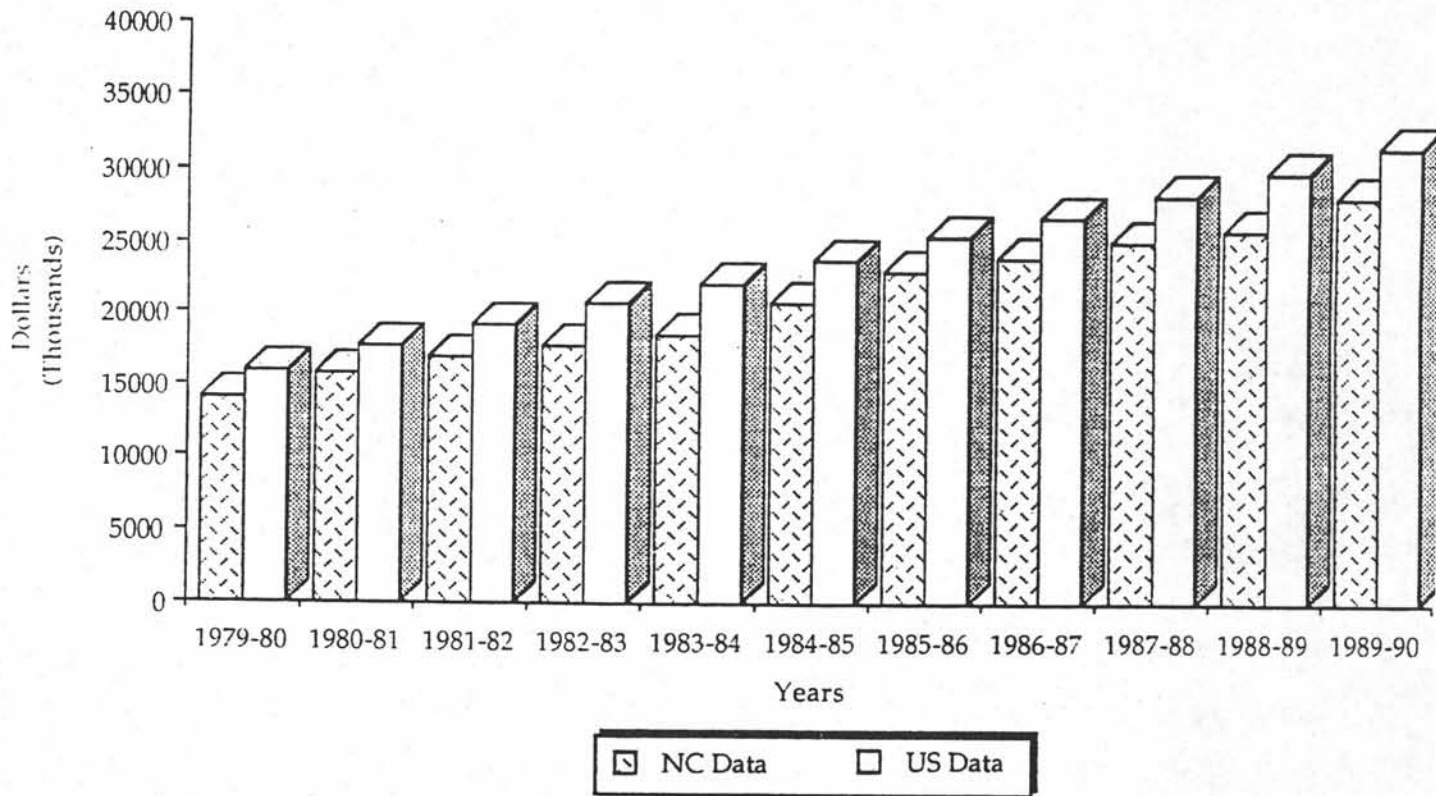
Pupils Enrolled Per Teacher In Public
Elementary and Secondary Schools
Fall 1979 - 1989



- The pupil/teacher ratio for North Carolina has dropped to slightly below the national ratio since implementation of the BEP in 1985-86.

Data Source: *How North Carolina Ranks, 1990*, NCDPI

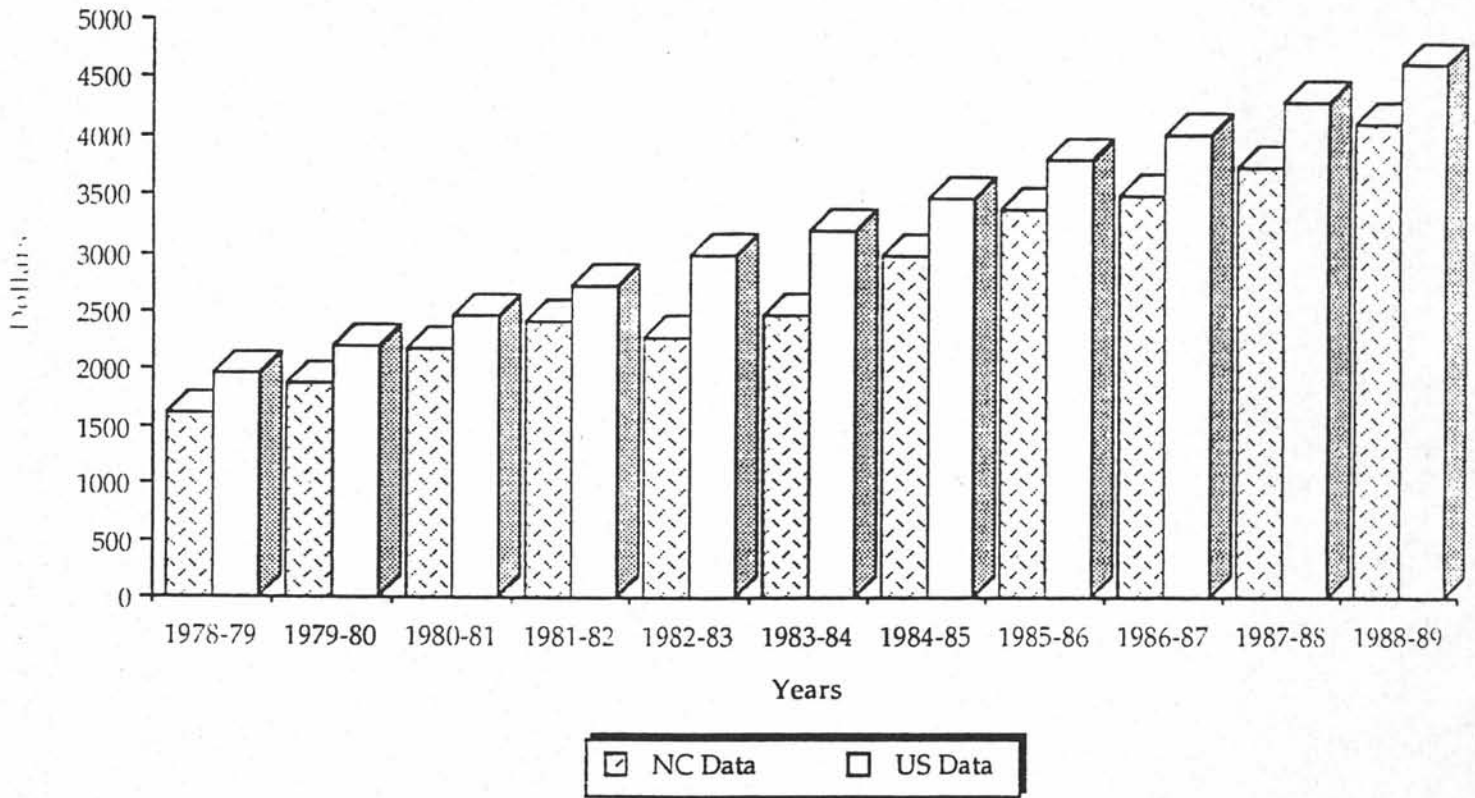
Estimated Average Salaries of Public School Teachers
1979-80 — 1989-90



- Average salaries for public school teachers in North Carolina remain well below the national average.
- Note that these average salary figures do not include benefits, nor are they adjusted to possible differences in cost of living.

Data Source: *How North Carolina Ranks, 1990*, NCDPI

Estimated Current Expenditures For
Public Elementary and Secondary Schools
Per Pupil In Average Daily Attendance
1978-79 — 1988-89

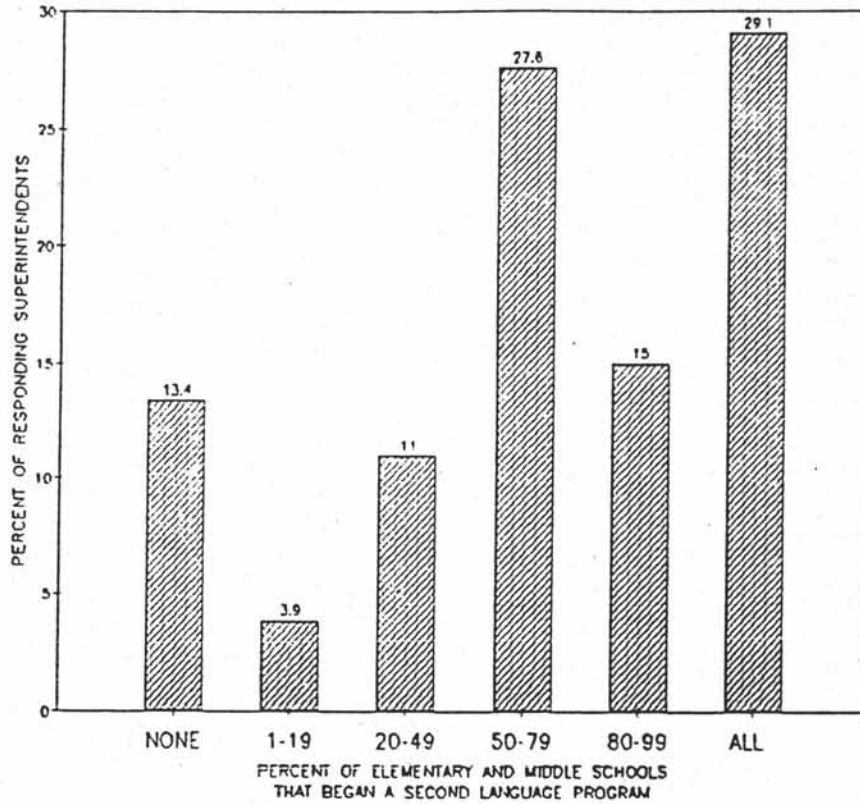


- Although the BEP has added substantial new funds to public education; other states have increased their efforts and North Carolina remains well below the national average in per pupil expenditures for elementary and secondary schools.

Data Source: *How North Carolina Ranks, 1990*, NCDPI

WHAT PERCENT OF YOUR ELEMENTARY AND MIDDLE SCHOOLS
OFFER SECOND LANGUAGE PROGRAMS AS A RESULT OF BEP?

NUMBER OF USABLE RESPONSES: 127

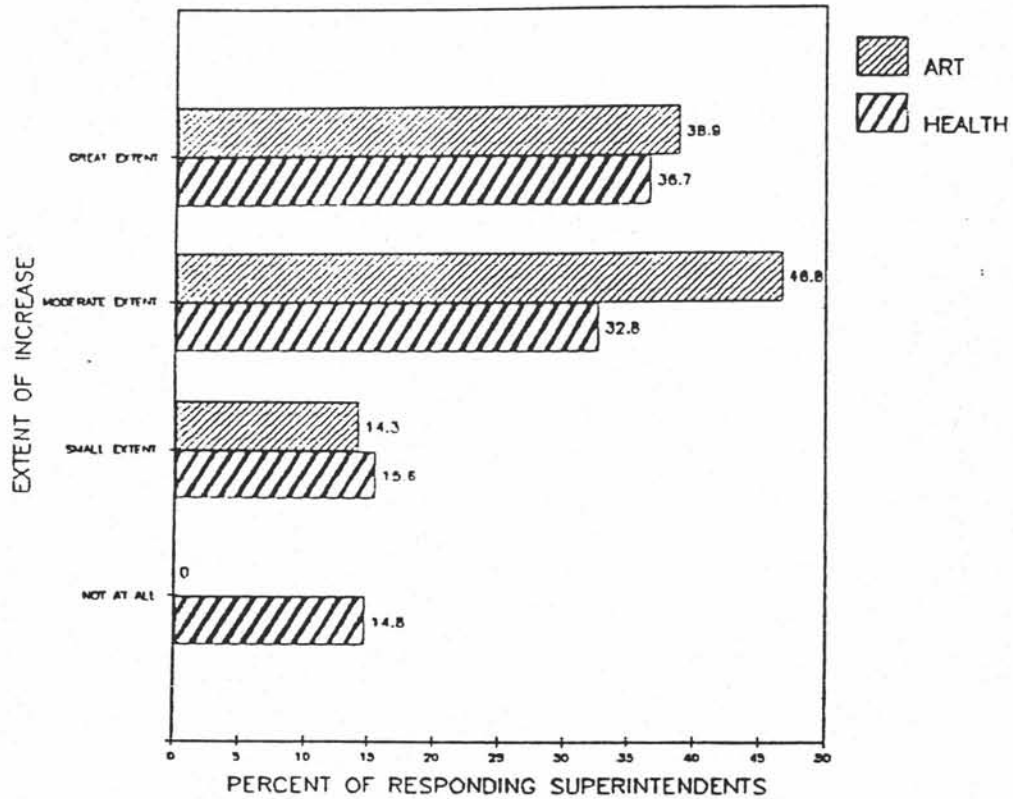


- In a 1989 survey, 71.7% of superintendents reported beginning to add second language programs in over half of their schools as a result of the BEP.

Data Source: *Basic Education Program Survey Results, 1989, NCDPI*

AS A RESULT OF B.E.P., DID YOUR INSTRUCTIONAL OPPORTUNITIES INCREASE IN ART AND HEALTH?

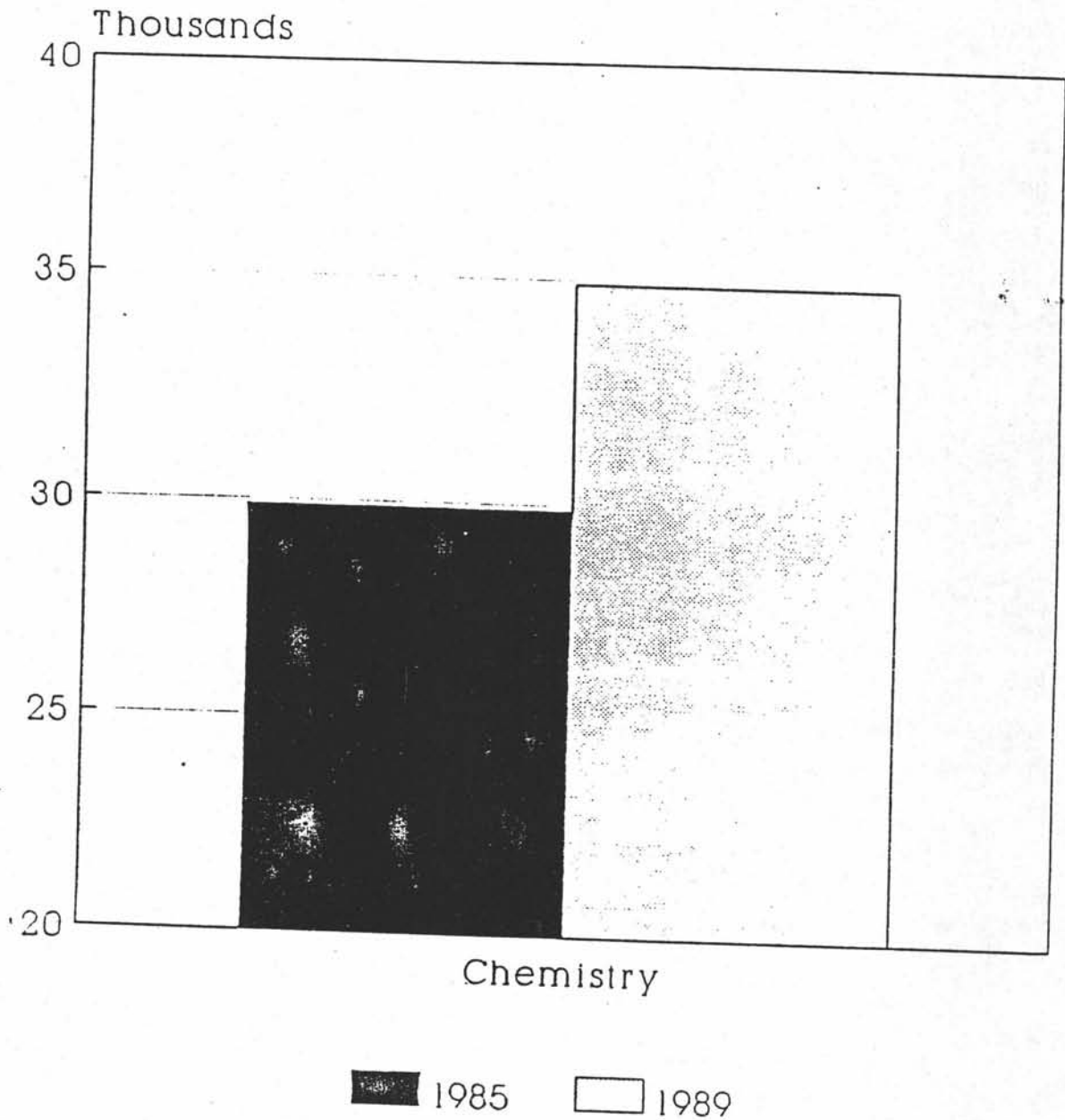
NUMBER OF USABLE RESPONSES: 126



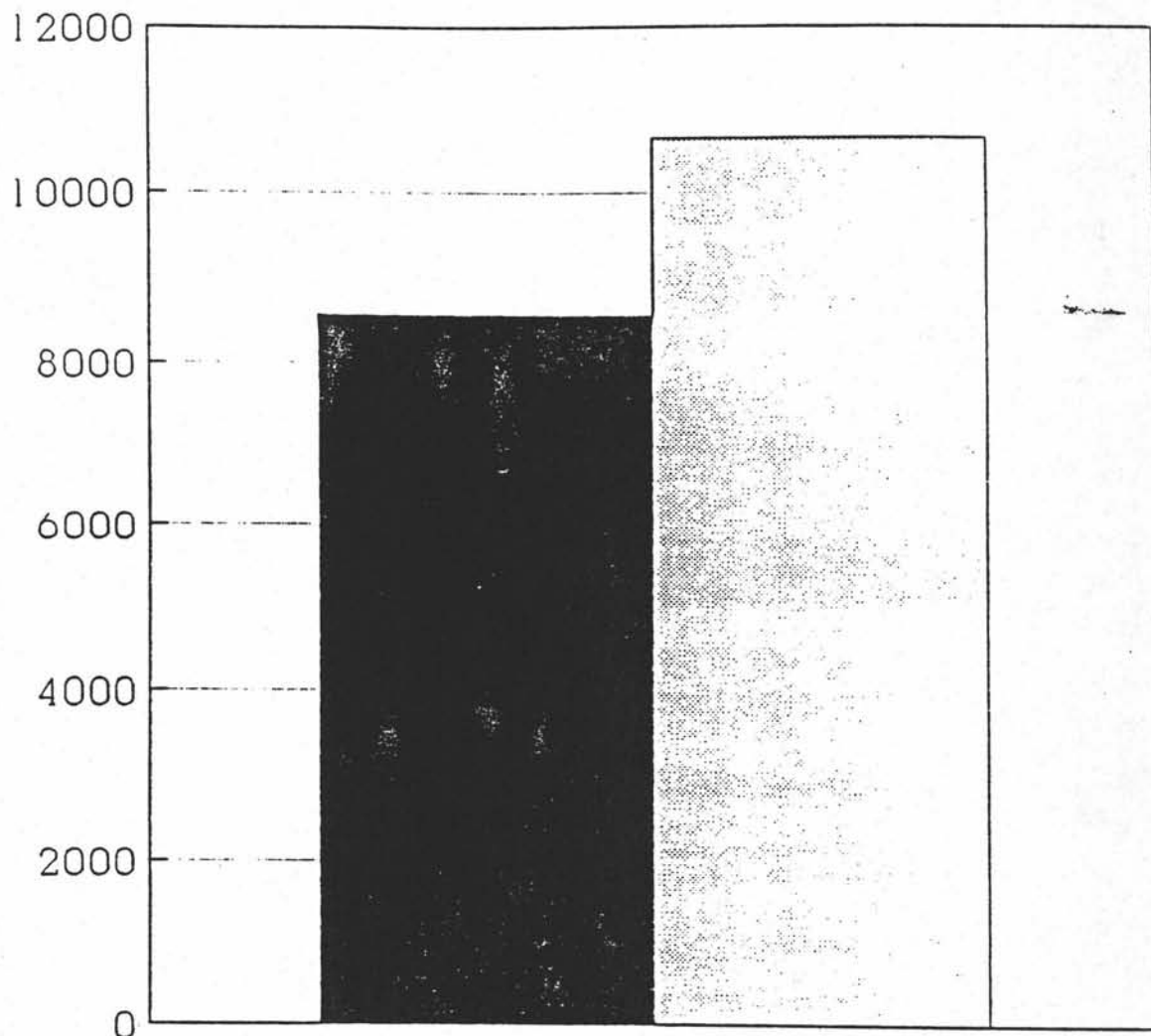
- Nearly 86% of superintendents reported in 1989 that instructional opportunities in the arts had increased to a great or moderate extent due to the BEP, and 100% expanded their arts program to some extent.
- Nearly 70% of superintendents reported that instructional opportunities in health/physical education had increased to a great or moderate extent due to the BEP, and 85% expanded their health/PE program.

Data Source: *Basic Education Program Survey Results, 1989, NCDPI*

Chemistry Enrollment 1985-1989



Physics Enrollment 1985-1989



Physics

■ 1985 □ 1989

Earth Science Enrollment 1985-1989

