

Blue Ribbon Commission on Public Education

Charges Definitions - June 2026 Draft

To support a common understanding of the Commission's work, the following definitions describe the five charge areas identified in the Commission's authorizing legislation. While the areas are interconnected, these definitions establish the primary focus and scope of each charge and provide a shared framework for discussions, presentations, stakeholder input, and recommendation development.

Definition	Notes
Student Advancement refers to the conditions, opportunities, and supports that help students progress and prepare for future success in North Carolina schools and beyond. Beginning with early childhood development and kindergarten readiness, key transition points include foundational skill development (literacy, mathematics, computer science, civics education, science) in elementary and middle grades; and access to college- and career-connected courses and workforce development pathways. Families and caregivers play a critical role in this process through strong partnerships with schools that support student learning, well-being, and long-term success. A core dimension of Student Advancement, Student Achievement represents the attainment of knowledge, skills, and dispositions necessary to thrive in life beyond school, such as those reflected in North Carolina's Portrait of a Graduate framework. Student achievement is driven by high-quality teaching and learning, including rigorous academic standards, aligned curriculum, formative and summative assessment, and supportive learning environments that students need to thrive in life beyond school. Accountability systems ensure students grow and progress at every grade level, and that schools can effectively identify students in need of targeted support and intervention.	

Definition	Notes
Teacher Training refers to the systems, pathways, and resources that prepare, recruit, and support the ongoing development of highly effective educators for success in North Carolina classrooms. Recruitment, readiness, and retention are shaped by the policies, incentives, professional learning, and traditional or alternative pathways that define entry into and advancement within the profession. Across this continuum, Teacher Training equips educators with professional knowledge, skills, dispositions, and practices that are integral to supporting both student engagement and achievement.	
Administrative Operations refers to the business, financial, and organizational functions that enable public school units in North Carolina to operate safely, effectively, efficiently, and in compliance with state and federal requirements. Financial management, operational systems, and personnel functions are core components of administrative operations. Structures and local capacity to meet administrative demands, help to reduce burdens, streamline implementation, leverage shared or regional service models, and support efficient day-to-day operations create the conditions for teaching and learning.	
Educational Leadership refers to the roles, responsibilities, and decision-making processes that guide direction, oversight, and improvement in public education at the state and local levels. The relationships and interactions among state agencies, governing bodies, public school units, districts, and schools function to set direction, implement policy, allocate decision-making authority, and support effective teaching and learning. District and school leaders play a central role in translating state direction and local priorities into instructional decisions, operational practices, managing resources, educator support, and conditions for student learning. Governance structures define responsibilities and shape how state direction and local flexibility are balanced.	

Definition	Notes
Accountability refers to the shared responsibility of state, district, and school leaders to ensure that public investments, instructional practices, and leadership decisions produce measurable improvement in student outcomes. To achieve this, state and local leaders set clear expectations; use transparent and actionable evidence; and continuously implement, monitor, and adjust strategies. Accountability asks whether intended actions were carried out and whether those actions made a meaningful difference for students as reflected in school performance, student growth and proficiency measures, college and career readiness, instructional quality, and leadership effectiveness.. Accountability systems help identify schools and districts most in need of support while recognizing those demonstrating meaningful growth and improvement. In North Carolina, accountability is shaped by statewide measures, including the A–F school performance grading system, while also incorporating provisions that allow districts and schools some flexibility in how improvement strategies are implemented within local contexts.	