Just Read, Florida!
6A-6.053 K-12 Comprehensive Research-Based Reading Plan.

(1) Annually, school districts shall submit a **K-12 Comprehensive Reading Plan** for the specific use of the research-based reading instruction allocation in the format prescribed by the Department for review and approval by the Just Read, Florida! Office pursuant to Section 1011.62, F.S. The K-12 Comprehensive Reading Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning. This information must be reflected for all schools and grade levels, including charter schools, alternative schools, and juvenile justice facilities. The K-12 Comprehensive Research-Based Reading Plan must ensure that:

    (a) Leadership at the district and school level is guiding and supporting the initiative;
    (b) The analysis of data drives all decision-making;
    (c) Professional development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data;
    (d) Measurable student achievement goals are established and clearly described; and
    (e) Appropriate research-based instructional materials and strategies are used to address specific student needs.

(2) Research-Based Reading Instruction Allocation. Districts will submit a budget for the K-12 Comprehensive Reading Plan, including salaries and benefits, professional development costs, assessment costs, and programs/materials costs. Budgets must be in accordance with the district approved plan.

(3) Reading Leadership Teams. Districts must describe the process the principal will use to form and maintain a Reading Leadership Team and report rosters of Reading Leadership Team members to the Just Read, Florida! Office in the fall of each school year.

(4) Professional Development. The plan must make adequate provisions to require principals to:

    (a) Target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP);
    (b) Differentiate and intensify professional development for teachers based on progress monitoring data;
    (c) Identify mentor teachers and establish model classrooms within the school;
    (d) Ensure that time is provided for teachers to meet weekly for professional development; and
    (e) Provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan.

(5) Charter schools. Charter schools must be given the opportunity to participate in the district plan, but may opt not to participate. Charter schools that choose to participate in the plan must meet the requirements outlined in the District K-12 Comprehensive Reading Plan; however, they may meet these requirements through methods that differ from those in the district plan. One plan must be submitted for each district that includes charter schools that choose to participate. The district will maintain documentation of the following:

    (a) District's offer of invitation to charter schools to participate in the plan;
    (b) District's assurance that they will monitor charter schools for fidelity to the plan;
    (c) Charter school's agreement to implement the plan with fidelity or charter school's decision not to participate; and
    (d) Charter school's agreement to be monitored by the school district for fidelity to the plan. As with any school in the district, charter schools are subject to the district prioritization of funds based on school need and do not receive a set amount of funding through the reading allocation based upon their student enrollment. If the charter school declines to participate, the funds that would have been directed to the school remain in the district to serve low performing schools.

(6) Reading/Literacy Coaches.

    (a) District leadership must allocate resources to hire reading/literacy coaches for the schools determined to have the greatest need based on:
    —. Student performance data;
    —. Experience and expertise of the administration and faculty in reading assessment, instruction, and intervention; and
    —. Receptiveness of administration and faculty to the coaching model.
    —. (b) The district must ensure that the number of schools served by state, federal, or locally funded reading/literacy coaches is maintained or increased over the previous year and prioritized based on school need.

—. (c) All reading/literacy coaches must report their time to the Progress Monitoring and Reporting Network (PMRN) on a biweekly basis. Principals will be required to log onto the PMRN prior to the start of each school year to enroll their reading/literacy coach(es). Principals must provide the funding source(s) for each coach at the beginning of the school year. Any reading/literacy coach who is funded through the Research-Based Reading Instruction Allocation in the Florida Education Finance Program (FEFP) as part of the K-12 Comprehensive Reading Plan must be a full-time coach. Reading/literacy coaches who split their time between two schools are considered full-time coaches.

(d) Districts must explain how they will monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach throughout the year to address areas of concern.

(e) All schools utilizing reading/literacy coaches must implement the Just Read, Florida! reading/literacy coach model as described below:

1. The reading/literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional development to teachers in:
   a. Each of the major reading components, as needed, based on an analysis of student performance data;
   b. Administration and analysis of instructional assessments; and
   c. Providing differentiated instruction and intensive intervention.

2. Coaches will:
   a. Model effective instructional strategies for teachers;
   b. Facilitate study groups;
   c. Train teachers in data analysis and using data to differentiate instruction;
   d. Coach and mentor colleagues;
   e. Provide daily support to classroom teachers;
   f. Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity;
   g. Help to increase instructional density to meet the needs of all students;
   h. Help lead and support reading leadership teams at their school(s);
   i. Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
   j. Report their coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN);
   k. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms;
   l. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms;
   m. Not be asked to perform administrative functions that will confuse their role for teachers; and
   n. Spend limited time administering or coordinating assessments.

(f) While the reading coach must not be assigned a regular classroom teaching assignment, they are expected to work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.

(g) Minimum Qualifications. Reading/literacy coaches must have experience as successful classroom teachers. Coaches must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. The reading/literacy coach must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.

(7) District level monitoring of the District K-12 Reading Plan Implementation. The plan must demonstrate adequate provisions for:

(a) Monitoring the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level, including an explanation of the data that will be collected, how it will be collected, and the

frequency of review. Districts must also explain how concerns are communicated if it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students.

(b) Ensuring that all instruction in reading is systematic and explicit, based on data, and uses a research based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments.

(c) Incorporating reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding. This must include a description of the utilization of leveled classroom libraries and independent reading practice.

(d) Reporting of data elements as required by the K-12 Comprehensive Reading Plan (as indicated in Section 1001.215, F.S.) within the Automated Student and Staff Data Base System for survey periods 2, 3, and 5. These data elements include:

Progress Monitoring assessment scores not reported to PMRN,

Student Enrollment in Reading Intervention,

Reading Endorsement competency status for teachers,

Reading Certification progress status for teachers,

CAR-PD or NGCAR-PD status for teachers, in accordance with Rule 6A-5.090, F.A.C.

(8) School-level monitoring of District K-12 Reading Plan Implementation.

(a) Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walk throughs conducted by administrators.

(b) Districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

) Assessment, Curriculum, and Instruction.

(a) Elementary schools must teach reading in a dedicated, uninterrupted block of time of at least ninety (90) minutes duration daily to all students. The reading block will include whole group instruction utilizing a research based sequence of reading instruction (comprehensive core reading program) and small group differentiated instruction in order to meet individual student needs.

(b) A Comprehensive Core Reading Program (CCRP) must be taught as the major instructional tool for reading instruction. Districts are provided a performance-based flexibility option which may exempt schools from the use of the CCRP. Districts implementing this flexibility must describe their plan for reading instruction, including the intervention for students reading below grade level in grades K-5 or K-6 as applicable. It is a district decision whether to implement the following performance-based flexibility option. Elementary schools meeting all of the following criteria are not required to implement a Comprehensive Core Reading Program:

A current school grade of an A or B;

Adequate Yearly Progress (AYP) in reading met for all subgroups;

Ninety (90) percent of students meeting high standards in reading (an FCAT score of Level 3 or above).

(c) The second performance-based flexibility option may exempt elementary schools from the use of the CCRP as well as the ninety (90) minute reading block. Districts implementing this flexibility must report the reading instruction that will be provided, including the time allotted for reading instruction. It is a district decision whether to implement the following performance-based flexibility option: For students in grades four and five scoring Level 4 or 5 on FCAT reading, districts shall offer enrichment programs steeped in content that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive ninety (90) minutes of reading instruction.

(d) K-12 reading instruction will align with Florida's Formula for Success, 6+4+ii+iii, which includes six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; four types of classroom assessments: screening, progress monitoring, diagnosis, and outcome measures; initial instruction (ii) including considerations for background knowledge, motivation, and the provision for print rich, explicit, systematic, scaffolded, and differentiated instruction, and the reading/writing

connection; immediate, intensive intervention (iii): including extended time, flexible grouping, accommodations, and more frequent progress monitoring.

(e) Instructional Materials Charts:

    1. Districts are required to submit Instructional Materials Charts that address all research-based instructional materials used to provide reading instruction with a description of how they will be integrated into the overall instructional design:

        a. Comprehensive Core Reading Programs (CCRP) – elementary school level only,

        b. Middle School Grades Developmental Reading Programs,

        c. Supplemental Intervention Reading Programs (SIRP),

        d. Intensive Comprehensive Intervention Reading Programs (IIRP),

        e. Educational technology.

    2. The instructional materials charts must also address the following:

        a. Reading instructional minutes per day – elementary school level only

        b. Assessments listed by grade. Elementary – screening, progress monitoring, diagnostic, and outcome measure. Middle and High School – screening (including criteria for placement in extended time reading intervention), progress monitoring, diagnostic, and outcome measure.

        c. Reading Intervention. Elementary – minutes per day, days per week, group size cap for intervention. Middle and High School

    minutes per day, days per week, class size cap for reading intervention courses, and whether content area intervention is offered.

    All charter schools and juvenile justice facilities must be listed within these charts. Districts must note which charter schools have opted out of the plan.

(f) The plan must demonstrate compliance with Rule 6A-6.054, F.A.C., K-12 Student Reading Intervention Requirements.

(g) Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-12. The chart must include:

    1.   Name of assessment(s),

    2.   Targeted audience,

    3.   Performance benchmark used for decision-making,

    4.   Assessment/curriculum connection,

    5. An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

SERVECenter

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

People · Possibilities · Promise

336.315.7400 or 800.755.3277
5900 Summit Avenue-201
Browns Summit, NC 27214

SERVE is an educational research, development, dissemination, evaluation, and technical assistance center. Its mission is to foster empowered, information-rich educational systems by finding and translating the best current knowledge, generating new knowledge, and partnering with stakeholders to identify and apply best evidence to practice. SERVE's work advances teaching and learning excellence in the prekindergarten through 12th grade education community.

Since its inception in 1990, SERVE has been awarded over $200 million in contracts and grants. It has successfully managed 14 major awards including four consecutive contracts for the Regional Educational Laboratory for the Southeast (REL-SE) funded by the Institute of Education Sciences (IES) at the US Department of Education (USED) and four awards from USED for the National Center for Homeless Education (NCHE). In addition, SERVE past awards include a five-year Technology Grant for Coordinating Teaching and Learning in Migrant Communities, three consecutive contracts as the Eisenhower Consortium for Mathematics and Science Education for the Southeast, and two consecutive Regional Technology in Education Consortium grants.

SERVE currently has contracts to provide educational services at both the regional and national levels. At the regional level, the REL-SE supports local and state education agencies in the six southeastern states (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina) with research and technical assistance. Highlights of the current REL-SE five-year, $37 million contract are listed below.

- ✓ Connected nearly 11,000 practitioners, administrators, and policymakers through reports, briefs, and conference presentations to the most expert researchers and the best research available on educational issues like dropout prevention and adolescent literacy.

- ✓ Disseminated 10,493 copies of its *Issues and Answers* (*I&A*) reports, which inform educators about topics important to the region such as African-American student achievement and high school improvement.

- ✓ Operated an Evidence-Based Education (EBE) request desk and prepared over 550 customized, written responses to educator questions, many of which have been broadly disseminated to other stakeholders.

- ✓ Coordinated two IES-approved, large-scale, randomized controlled trials (RCTs) evaluating education interventions in Alabama and Mississippi described below:

The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten (Vocab)—Mississippi. The Mississippi K-PAVE study is a random assignment evaluation of the impact of *Kindergarten PAVEd for Success* (K-PAVE), an intervention designed to promote kindergarten students' vocabulary development through frequent, interactive book reading, explicit vocabulary instruction, and teacher-child conversations built around enhanced use of vocabulary. The study is being conducted in 35 school districts in and around the Mississippi Delta region.

The Effectiveness of the Alabama Math, Science, and Technology Initiative (AMSTI)—Alabama. The *AMSTI* study is an experimental evaluation of a state initiative to improve student achievement in mathematics and science through the provision of comprehensive professional development, in-school coaching and supports, and distribution of technology and instructional materials. The experiment is being conducted in 82 Alabama schools that were randomly assigned to treatment and control groups.

At the national level, SERVE operates the National Center for Homeless Education (NCHE), USED's technical assistance and information dissemination center in the area of homeless education. NCHE uses state-of-the-art technology for web communication and online professional development and for supporting state coordinators of homeless education, local program coordinators, educators, parents, and advocates in all 50 states and in 15,000 school districts. Each month, NCHE documents over 16,000 visits to its website, 600 participants in webinars, and 300 calls to its toll-free helpline. NCHE disseminates over 100,000 homeless awareness posters upon request each year.

While much of SERVE's work consists of regional-level REL-SE activities and national-level NCHE activities, SERVE also conducts evaluations under contracts with federal, state, and local education agencies. Examples of SERVE's contract work include evaluations of the Winston-Salem/Forsyth County Magnet Program in North Carolina, the Guilford County School teacher incentive program (Mission Possible), and the USED-funded Bridges to Early Learning Project in South Carolina. Recently, SERVE began collaborations with the Friday Institute for Educational Innovation, North Carolina State University, and SAS Institute on several technology in education evaluations. In addition to evaluation contracts, SERVE has a $2.8 million, four-year grant from IES and other sponsors to conduct research on Early College High Schools and high school reform. SERVE also operates the North Carolina Homeless Education Program.

SERVE actively promotes workplace diversity and has a staff of 55 employees; four of those are permanently located within state departments of education. Eighty percent of professional employees hold graduate degrees. Fifty percent of the staff have been with SERVE for five years or more, indicating the commitment of SERVE staff to the work of supporting school improvement.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP State Comparisons Tool.http://nces.ed.gov/nationsreportcard/statecomparisons/
Average Reading scale score sorted by all students (overall results), grade 4 public schools: By average scale score, 2009

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students 2009		Male 2009		Female 2009		Male - Female difference 2009	
			higher	not different	lower	Scale Score	SE	Scale Score	SE	Scale Score	SE	Scale Score	SE
1	Massachusetts	>	0	0	51	233.7494631	1.1	231.1401318	1.2	236.3237981	1.3	-5.183666285	1.8
2	New Jersey	>	1	6	44	229.3944864	0.9	227.1098772	1.1	231.6981536	1.2	-4.588276407	1.6
3	New Hampshire	>	1	6	44	229.1445204	1	225.8540059	1.2	232.6529539	1.2	-6.798947996	1.7
4	Connecticut	>	1	7	43	228.9721167	1.1	224.5390532	1.3	233.5036258	1.3	-8.964572599	1.8
5	Vermont	>	1	6	44	228.7357836	0.8	226.1078339	1	231.4772687	1	-5.36943482	1.5
6	DoDEA	>	1	7	43	228.3152237	0.5	224.1142568	0.8	232.5948347	0.8	-8.480577956	1.2
7	Virginia	>	1	19	31	226.527568	1.2	222.7808285	1.4	230.4672902	1.4	-7.686461707	2
8	Maryland	>	1	22	28	226.0477839	1.4	222.5177629	1.8	229.4387251	1.6	-6.920962217	2.4
9	North Dakota	>	6	14	31	225.9674719	0.8	223.1073372	0.9	228.9185892	1	-5.811252037	1.4
10	Colorado	>	4	19	28	225.6966406	1.2	222.255777	1.4	229.2295877	1.5	-6.973810696	2.1
11	Florida	>	6	16	29	225.6734073	1	222.5201961	1.1	228.8642131	1.1	-6.344016958	1.6
12	Kentucky	>	6	17	28	225.6062424	1.1	222.3486903	1.1	228.9013547	1.3	-6.552664397	1.7
13	Delaware	>	6	14	31	225.5130868	0.5	222.8717419	0.8	228.1886232	0.9	-5.316881334	1.2
14	Montana	>	6	18	27	224.6517501	0.8	221.7826605	1	227.6048386	1.1	-5.822178105	1.4
15	Ohio	>	6	21	24	224.5321781	1.1	221.6434886	1	227.3593687	1.6	-5.715880046	1.9
16	New York	>	6	21	24	224.3687488	1	220.7946954	1.1	228.1099483	1.2	-7.315252893	1.6
17	Kansas	>	6	22	23	223.9242133	1.3	222.1581946	1.5	225.8242076	1.4	-3.666012952	2.1
18	Missouri	>	6	22	23	223.8423578	1.1	218.9749832	1.5	229.0948613	1.3	-10.11987801	2
19	Maine	>	6	22	23	223.790428	0.9	219.5802337	1.2	228.0968161	1.3	-8.516582334	1.8
20	Pennsylvania	>	6	23	22	223.6794399	1.4	221.3485904	1.7	226.1305387	1.5	-4.781948293	2.2
21	Minnesota	>	6	23	22	223.3366618	1.3	219.8187462	1.5	226.9751804	1.5	-7.156434253	2.1
22	Rhode Island	>	9	21	21	222.7048852	1.1	217.8659933	1.5	227.7883546	1.1	-9.922361273	1.9
23	Indiana	>	9	21	21	222.6594808	1.1	218.3968134	1.4	227.0696154	1.2	-8.67280195	1.9
24	Wyoming	>	13	16	22	222.6521963	0.7	219.1295972	1	226.4977208	1	-7.36812359	1.4

#	Jurisdiction												
25	Nebraska	>	10	20	21	222.5233073	1	219.6725023	1.2	225.4668601	1.4	-5.794357788	1.8
26	South Dakota	>	14	16	21	222.1665928	0.6	219.5269395	1	224.9867318	0.9	-5.45979234	1.3
27	Iowa	=	14	21	16	221.4222981	1.2	216.9694323	1.3	225.965448	1.4	-8.996015678	1.9
28	Washington	=	14	21	16	221.3301104	1.2	217.0907011	1.4	225.733106	1.4	-8.642404968	1.9
29	Idaho	=	16	19	16	221.0229244	0.9	216.5292228	1.2	225.5082653	1.1	-8.979042527	1.6
30	Wisconsin	=	19	19	13	220.1355406	1.1	216.606254	1.5	223.8881088	1.3	-7.281854798	2
	National public	=	26	11	15	219.5990303	0.3	216.1726632	0.3	223.1357061	0.3	-6.963042905	0.5
31	North Carolina		26	14	11	219.2960459	1.1	214.7877843	1.5	224.0209278	1.1	-9.233143485	1.8
32	Utah	=	26	14	11	219.2041302	1	216.9301106	1.3	221.549557	1.3	-4.619446452	1.9
33	Illinois	=	22	19	10	219.16578	1.4	214.8423846	1.6	223.5129821	1.6	-8.670597495	2.2
34	Texas	=	26	15	10	218.8582724	1.2	215.6711127	1.3	222.1728967	1.3	-6.501784044	1.9
35	Michigan	=	26	15	10	218.2355503	1	214.3957909	1.2	222.1448852	1.2	-7.749094346	1.7
36	Oregon	=	26	15	10	218.1423405	1.2	214.1195805	1.4	222.500492	1.4	-8.380911532	2
37	Georgia	=	29	12	10	217.8481057	1.1	214.2857138	1.3	221.3610349	1.3	-7.075321142	1.8
38	Oklahoma	=	29	13	9	217.1906276	1.1	213.9650773	1.4	220.3606144	1.3	-6.395537074	1.9
39	Tennessee	=	29	13	9	216.7378111	1.2	213.8577252	1.6	219.6545831	1.1	-5.796857895	1.9
40	Alabama	=	30	12	9	216.2733559	1.2	211.7419305	1.5	221.1006988	1.4	-9.358768298	2
41	Arkansas	=	30	12	9	216.1515814	1.1	210.975858	1.6	221.5645131	1.4	-10.58865514	2.1
42	South Carolina	<	32	10	9	215.9422982	1.1	213.4061276	1.3	218.5484679	1.4	-5.142340282	1.9
43	West Virginia	<	37	6	8	214.5202002	1	210.8666042	1.2	218.3040847	1.3	-7.437480558	1.7
44	Nevada	<	43	6	2	211.140589	1.1	208.2577906	1.3	213.9765537	1.3	-5.718763054	1.8
45	Alaska	<	42	7	2	211.1273683	1.2	206.7242292	1.7	215.7112338	1.6	-8.987004534	2.3
46	Hawaii	<	43	7	1	210.6164187	1	205.1332239	1.2	216.6672606	1.4	-11.53403667	1.9
47	Mississippi	<	43	7	1	210.5065175	1.1	207.6306934	1.4	213.4753024	1.2	-5.844609007	1.9
48	Arizona	<	43	7	1	209.9892695	1.2	206.9136801	1.4	213.1892245	1.5	-6.275544388	2.1
49	California	<	43	7	1	209.7624054	1.5	207.055218	1.6	212.6376455	1.7	-5.582427467	2.4
50	New Mexico	<	43	7	1	207.6457308	1.4	202.8343689	1.7	212.5948396	1.4	-9.76047071	2.2
51	Louisiana	<	45	5	1	207.4861372	1.1	202.9714742	1.4	212.2863014	1.3	-9.314827251	1.9
52	District of Columbia	<	51	0	0	201.9846377	1	198.0947662	1.6	205.7459404	1.5	-7.651174238	2.2

NOTE: National public is included for reference only and is not included in sorting the jurisdictions. Score differences are calculated based on differences between unrounded average scale scores.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP State Comparisons Tool.http://nces.ed.gov/nationsreportcard/statecomparisons/

Average Reading scale score sorted by all students (overall results), grade 8 public schools: By average scale score, 2009

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students 2009		Male 2009		Female 2009		Male - Female difference 2009	
			higher	not different	lower	Scale Score	SE	Scale Score	SE	Scale Score	SE	Scale Score	SE
1	Massachusetts	>	0	6	45	273.5892897	1.2	268.5911222	1.4	278.5705163	1.3	-9.979394125	1.9
2	New Jersey	>	0	9	42	272.8026339	1.3	268.683763	1.6	276.9147386	1.6	-8.230975522	2.2
3	DoDEA	>	0	7	44	272.4593163	0.7	268.9686721	1	275.9935787	1.1	-7.024906589	1.5
4	Vermont	>	0	6	45	272.3051342	0.6	266.636988	0.9	278.0781639	0.9	-11.44117586	1.3
5	Connecticut	>	0	10	41	271.8101332	0.9	267.0163804	1.1	276.866649	1	-9.850268573	1.6
6	New Hampshire	>	0	12	39	270.7481588	1	264.3687348	1.3	277.2259956	1.1	-12.85726087	1.7
7	Pennsylvania	>	0	12	39	270.7005367	0.8	266.9784763	1.2	274.4878157	1.1	-7.509339428	1.7
8	Montana	>	2	10	39	270.393926	0.6	265.202766	0.9	275.8044823	0.8	-10.60171634	1.2
9	South Dakota	>	3	9	39	270.0609902	0.5	265.5256967	1	274.8149967	0.9	-9.289300001	1.3
10	Minnesota	>	3	15	33	269.7398201	1	264.7250344	1.2	275.0548858	1.3	-10.32985141	1.8
11	North Dakota	>	5	13	33	269.2399849	0.6	264.5233205	1	273.9415631	0.8	-9.418242619	1.3
12	Ohio	>	4	20	27	268.6782355	1.3	265.19334	1.5	272.1905266	1.4	-6.997186534	2.1
13	Wyoming	>	5	18	28	268.1594281	1	265.0055906	1.3	271.4263477	1.3	-6.420757122	1.8
14	Maine	>	9	16	26	267.7064996	0.7	262.4435927	0.9	273.086805	1	-10.64321235	1.4
15	Maryland	>	9	22	20	267.2980565	1.1	262.2070422	1.2	272.448635	1.4	-10.24159279	1.9
16	Nebraska	>	9	22	20	267.0678566	0.9	262.665123	1.1	271.7245542	1.1	-9.059431291	1.6
17	Washington	>	9	22	20	266.9176171	1.1	261.4223723	1.5	272.6805002	1.3	-11.25812792	2
18	Missouri	>	9	22	20	266.8764602	1	261.807318	1.1	272.0851246	1.2	-10.27780655	1.6
19	Kentucky	>	11	20	20	266.8540198	0.9	262.5627603	1.1	271.132263	1.1	-8.569502655	1.6
20	Kansas	>	9	22	20	266.7995193	1.1	264.5094518	1.3	269.1019611	1.2	-4.592509322	1.8
21	Wisconsin	>	11	20	20	265.8126157	1	260.4727623	1.1	271.3035645	1.4	-10.83080227	1.8
22	Indiana	>	11	20	20	265.6912406	1	262.8335729	1.3	268.5981066	1.2	-5.764533681	1.7
23	Virginia	>	11	20	20	265.6419817	1.1	260.2964947	1.2	270.9982936	1.2	-10.70179889	1.7
24	Utah	>	11	20	20	265.5915771	0.8	260.3437044	1	270.9769257	1.1	-10.63322137	1.5

25	Colorado	>	12	19	20	265.5131199	0.8	261.6104542	1.1	269.5108319	1	-7.900377711	1.5
26	Oregon	>	13	19	19	265.0892467	1	260.2076418	1.3	270.0333424	1.4	-9.825700606	1.9
27	Delaware	>	14	18	19	264.9989661	0.7	260.138984	1	269.9026071	0.8	-9.763623056	1.3
28	Iowa	>	14	18	19	264.888126	0.9	260.5501617	1.2	269.2816632	1.3	-8.731501533	1.8
29	Idaho	>	14	18	19	264.837185	0.9	258.5933496	1.1	271.3793633	1	-12.78601367	1.5
30	Illinois	>	14	18	19	264.5140023	1.2	260.2476942	1.5	268.8610154	1.2	-8.61332121	2
31	Florida	>	14	18	19	264.3620409	1.2	259.2605021	1.5	269.4995441	1.3	-10.239042	1.9
32	New York	>	14	19	18	264.2880575	1.2	258.8985686	1.4	269.577885	1.4	-10.67931642	2
	National public	>	29	7	16	262.2936177	0.3	257.6377699	0.3	267.019506	0.3	-9.381736042	0.5
33	Michigan	=	25	15	11	261.89815	1.4	256.555665	1.6	267.4075615	1.5	-10.85189643	2.2
34	Tennessee	=	31	10	10	260.9466762	1.1	257.1874911	1.3	264.7797357	1.3	-7.592244585	1.8
35	Texas	=	32	10	9	260.368795	1.1	256.428802	1.2	264.2546365	1.2	-7.825834574	1.7
36	Georgia	=	32	10	9	260.2445245	1	254.9162706	1.2	265.6240453	1.2	-10.70777469	1.8
37	Rhode Island	=	32	10	9	259.8855897	0.6	254.6975839	0.9	265.3255869	0.9	-10.62800301	1.3
38	North Carolina		32	10	9	259.5284866	1.2	252.8675158	1.2	266.5997649	1.4	-13.73224904	1.9
39	Oklahoma	=	32	10	9	259.495771	0.9	254.9781203	1	264.0953363	1.2	-9.117216022	1.6
40	Alaska	=	32	10	9	259.4494265	0.9	254.1526129	1.3	265.1246609	1.2	-10.97204797	1.8
41	Arkansas	=	32	11	8	258.0485802	1.2	253.8157472	1.4	262.4214171	1.6	-8.605669924	2.1
42	Arizona	=	33	14	4	257.5952755	1.2	254.4796926	1.4	260.7520377	1.6	-6.272345167	2.1
43	South Carolina	=	34	13	4	257.2741846	1.2	250.9302188	1.2	263.6032491	1.5	-12.67303025	1.9
44	Alabama	<	40	9	2	254.8952466	1.1	248.7455304	1.3	261.300555	1.4	-12.55502463	1.9
45	West Virginia	<	41	8	2	254.7997475	0.9	247.9791061	0.9	261.6654663	1.3	-13.68636017	1.6
46	Hawaii	<	41	8	2	254.7389799	0.6	247.5445291	0.9	262.1047539	0.9	-14.56022471	1.3
47	New Mexico	<	41	9	1	254.1291737	1.2	251.4942035	1.3	256.7610783	1.6	-5.266874743	2.1
48	Nevada	<	43	7	1	253.8409544	0.9	247.5484393	1.3	260.1258489	1	-12.57740963	1.6
49	Louisiana	<	41	9	1	253.329004	1.6	248.2732885	1.7	258.1837519	1.7	-9.910463448	2.4
50	California	<	43	7	1	252.6313808	1.2	248.295427	1.4	257.1099257	1.5	-8.814498725	2
51	Mississippi	<	46	4	1	251.3056546	1	247.5632791	1.2	254.9238035	1.3	-7.360524401	1.7
52	District of Columbia	<	51	0	0	242.4904243	0.9	236.2370585	1.4	247.996692	1.2	-11.75963348	1.8

NOTE: National public is included for reference only and is not included in sorting the jurisdictions. Score differences are calculated based on differences between unrounded average scale scores.

Orange County Schools
A Multi-Tiered Literacy Program
Prepared for the NC Joint Legislative Education Oversight Committee

Karen Erickson, Ph.D., University of North Carolina at Chapel Hill,
Center for Literacy & Disability Studies, Department of Allied Health Science
321 S. Columbia St, Ste. 1100 Bondurant Hall, Chapel Hill, NC 27599-7335
(919) 966-8828, erickson@unc.edu

Vickie Smith, M.Ed., NBCT, Director of Literacy & Professional Development,
Orange County Schools
154 Hayes St., Hillsborough, NC 27278
(919) 245-401 x15505, vickie.smith@orange.k12.nc.us

October 31, 2011

Features:
- District Level Director of Literacy Programs
- Full-time Literacy Coach in each school
- Full-time Reading Teacher in each school
- 120 minutes of comprehensive literacy instruction for EVERY student each day
- A common[i] 30-minute reading intervention time built into school's master schedule
- Focus on addressing student need using numerous reading interventions
- Assessment program that is frequent enough to monitor progress and guide decisions without interfering with instructional time
- Assessments for targeted interventions focus on different skills at each grade level
  - **Kindergarten** - Phonological & Phonemic Awareness
  - **First & Second Grade** - Hearing & Spelling Sounds in Words; Written Language Comprehension; Word Identification; Oral Reading Fluency
  - **Third Grade** - Word Identification; Written Language Comprehension; Silent Reading Fluency

Process
- 3rd grade Whole-to-Part[ii] rolls out as part of effort extending to 8th grade (2009-2010)
  - Diagnostic assessment administered every 10 weeks
  - Cross grade level, need-based intervention groups (6 children per group)
  - 30 minutes per day during school-wide intervention time
- 1-2 Whole-to-Part rolls out following year (2010-11)
  - Diagnostic assessment administered when child fails to show growth
  - Sets priorities for teachers in planning in-class interventions
  - Links directly to existing strategies and interventions
- Kindergarten program initiated this year (2011-12)
  - Screening administered in January to all children who do not accurately spell initial and final consonants in words
  - Intensive, small group, needs-based instruction for students who don't meet criteria on screening

- All programs supported by Literacy Coaches at the school level
- Focused training provided for 75 minutes each month to each grade level
- Support materials provide immediate link between assessment results and interventions

Results

➢ Increase in overall proficiency coupled with decrease in percent of children at lowest levels of performance

North Carolina End of Grade Test in Reading: Change in Proficiency Rates 3rd Grade

	Percent Proficient	Percent Scoring 1
2009-10	63%	21%
2010-11	75%	10%
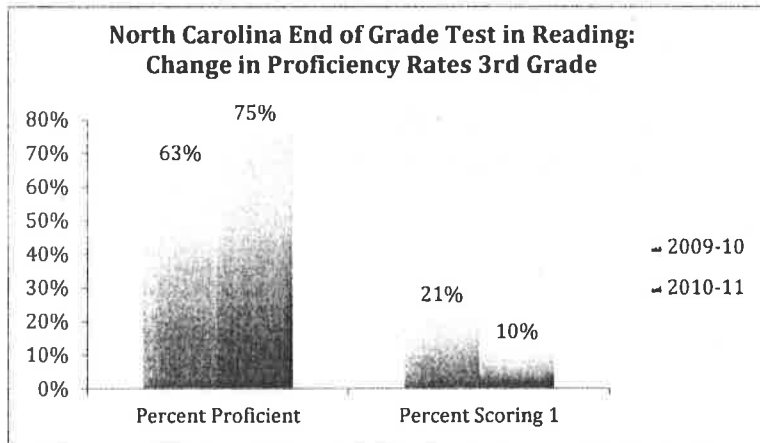
Not only do we see an increase in the overall percent of students who are proficient in 3rd grade, we see a dramatic decrease in the number scoring at the lowest level.

➢ Dramatic increase in rate of growth for lowest students in 3rd grade

Change in Growth Rate for Lowest Students in 3rd Grade (2010-11)
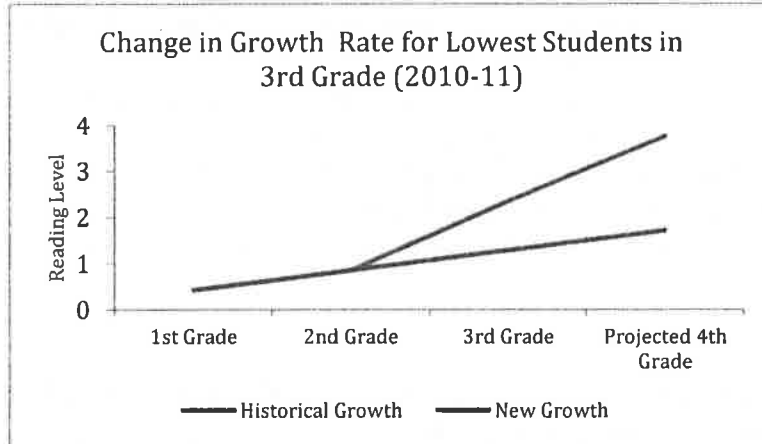
*The lowest students served in the 3rd Grade Whole-to-Part Intervention had made **.43 years of growth** in reading ability during 1st & 2nd grade. In 3rd grade they more than tripled the rate to **1.50 years of growth**.*

- Historical Growth — New Growth

•

---

[i] In Orange County Schools, all elementary and middle schools start the day with a 30 minute block of time during which interventions are delivered and children can be grouped across class and grade level as needed to address their needs

[ii] Whole-to-Part is a diagnostic approach to reading intervention that begins with a diagnostic assessment to identify individual student need. In 3rd grade, students are then grouped based upon those needs and appropriate interventions are implemented each day for 30 minutes. In 1st and 2nd grade, teaches use the diagnostic assessment information to plan in-class groups and interventions.

Developmental Enrollment of HS Grads Enrolling at a NC CC for the First Time the Fall following Graduation - Class of 2009

High School County (Public)	Graduates	Students	Developmental Course Enrollment in First Year						
			Dev English	Dev Reading	Dev Math	1 Dev Area	2 Dev Areas	3 Dev Areas	Avg # of Dev Areas
Alamance	1421	267	44%	40%	69%	69	56	75	1.5
Alexander	342	82	35%	30%	63%	30	22	11	1.3
Alleghany	87	16	44%	50%	38%	2	8	1	1.3
Anson	239	20	70%	60%	60%	4	2	10	1.9
Ashe	218	30	43%	27%	47%	8	6	5	1.2
Avery	152	16	44%	19%	50%	4	7	0	1.1
Beaufort	445	111	39%	34%	50%	23	24	21	1.2
Bertie	170	25	80%	28%	72%	6	12	5	1.8
Bladen	331	74	50%	47%	78%	24	17	24	1.8
Brunswick	684	169	44%	5%	66%	66	59	3	1.2
Buncombe	1881	164	43%	40%	37%	43	30	31	1.2
Burke	990	247	50%	43%	69%	59	69	67	1.6
Cabarrus	1824	281	38%	23%	61%	87	73	37	1.2
Caldwell	769	180	33%	38%	50%	52	40	29	1.2
Camden	120	16	44%	13%	88%	7	5	2	1.4
Carteret	591	142	35%	1%	61%	58	37	1	1.0
Caswell	189	27	30%	30%	63%	8	5	5	1.2
Catawba	1621	279	45%	41%	61%	70	64	70	1.5
Chatham	497	70	33%	21%	50%	18	17	7	1.0
Cherokee	255	30	40%	30%	40%	8	5	5	1.1
Chowan	166	37	27%	16%	57%	8	10	3	1.0
Clay	91	19	26%	0%	21%	7	1	0	0.5
Cleveland	1027	89	49%	36%	61%	17	28	19	1.5
Columbus	597	92	51%	61%	58%	23	32	23	1.7
Craven	867	157	35%	4%	63%	52	50	3	1.0
Cumberland	3327	365	51%	45%	65%	77	84	113	1.6
Currituck	282	44	20%	11%	66%	17	10	2	1.0
Dare	352	56	18%	20%	57%	24	6	6	0.9
Davidson	1585	349	35%	32%	45%	77	63	63	1.1
Davie	375	86	31%	22%	38%	18	17	9	0.9
Duplin	468	117	53%	39%	74%	25	39	30	1.7
Durham	1832	117	49%	38%	67%	25	32	30	1.5
Edgecombe	446	64	45%	48%	72%	16	15	20	1.7
Forsyth	3165	355	44%	44%	54%	60	64	107	1.4
Franklin	500	77	29%	27%	68%	30	13	13	1.2
Gaston	2052	265	41%	35%	62%	80	58	56	1.4
Gates	123	18	50%	17%	67%	4	7	2	1.3
Graham	57	3	67%	33%	100%	1	1	1	2.0
Granville	490	67	31%	21%	45%	20	12	7	1.0
Greene	182	39	51%	5%	56%	9	16	1	1.1
Guilford	4617	931	47%	47%	68%	223	196	298	1.6

Source: NC Community College System

High School County (Public)	Graduates	Students	Developmental Course Enrollment in First Year						
			Dev English	Dev Reading	Dev Math	1 Dev Area	2 Dev Areas	3 Dev Areas	Avg # of Dev Areas
Halifax	535	125	54%	4%	59%	41	48	4	1.2
Harnett	1111	178	29%	28%	42%	36	25	30	1.0
Haywood	476	63	29%	22%	32%	17	7	7	0.8
Henderson	825	149	40%	29%	40%	49	30	18	1.1
Hertford	236	43	60%	44%	84%	9	18	12	1.9
Hoke	334	42	64%	14%	79%	11	23	3	1.6
Hyde	55	9	44%	44%	44%	4	1	2	1.3
Iredell	1749	272	46%	13%	54%	90	92	11	1.1
Jackson	201	36	47%	36%	47%	3	10	8	1.3
Johnson	1625	188	54%	44%	52%	45	55	43	1.5
Jones	75	9	44%	33%	78%	4	2	2	1.6
Lee	604	120	24%	24%	38%	31	24	8	0.9
Lenoir	608	153	59%	39%	67%	34	38	47	1.7
Lincoln	891	115	38%	37%	66%	39	24	25	1.4
Macon	273	49	22%	31%	37%	11	9	5	0.9
Madison	140	1	0%	0%	0%	0	0	0	0.0
Martin	242	70	34%	30%	43%	17	11	12	1.1
McDowell	384	26	46%	50%	69%	5	10	6	1.7
Mecklenburg	7245	497	53%	38%	59%	114	144	114	1.5
Mitchell	128	3	67%	33%	0%	1	1	0	1.0
Montgomery	271	33	42%	12%	55%	7	13	1	1.1
Moore	714	110	53%	5%	55%	29	42	4	1.1
Nash	1084	223	43%	35%	66%	67	58	47	1.4
New Hanover	1460	261	54%	1%	52%	86	94	3	1.1
Northampton	190	18	50%	11%	61%	5	7	1	1.2
Onslow	1472	307	39%	27%	56%	95	71	46	1.2
Orange	1325	109	37%	38%	62%	33	17	27	1.4
Pamlico	141	31	39%	10%	61%	12	8	2	1.1
Pasquotank	354	86	34%	29%	53%	22	12	18	1.2
Pender	541	63	56%	5%	62%	27	22	2	1.2
Perquimans	102	7	29%	0%	57%	2	2	0	0.9
Person	343	29	31%	28%	48%	9	5	4	1.1
Pitt	1298	198	63%	7%	51%	65	71	10	1.2
Polk	168	32	28%	22%	53%	11	5	4	1.0
Randolph	1279	246	32%	26%	58%	69	59	32	1.2
Richmond	470	123	56%	41%	57%	21	33	34	1.5
Robeson	1389	226	63%	55%	73%	50	66	84	1.9
Rockingham	898	197	29%	33%	76%	85	37	37	1.4
Rowan	1352	249	49%	23%	63%	87	70	37	1.4
Rutherford	664	73	52%	33%	49%	18	23	12	1.3
Sampson	575	94	56%	40%	72%	21	33	24	1.7
Scotland	389	69	71%	33%		21	24	12	1.5

Source: NC Community College System

High School County (Public)	Graduates	Students	Developmental Course Enrollment in First Year						
			Dev English	Dev Reading	Dev Math	1 Dev Area	2 Dev Areas	3 Dev Areas	Avg # of Dev Areas
Stanly	678	121	40%	3%	50%	41	33	2	0.9
Stokes	492	109	51%	47%	51%	22	22	33	1.5
Surry	763	181	43%	41%	40%	42	52	25	1.2
Swain	130	33	45%	36%	61%	12	4	9	1.4
Transylvania	251	25	28%	28%	36%	6	1	5	0.9
Tyrell	40	9	56%	44%	67%	1	4	2	1.7
Union	2171	185	38%	27%	39%	54	43	19	1.0
Vance	477	72	33%	39%	50%	14	19	12	1.2
Wake	8444	959	24%	17%	57%	364	144	96	1.0
Warren	187	17	35%	12%	65%	5	4	2	1.1
Washington	129	15	53%	20%	47%	6	6	0	1.2
Watauga	347	47	15%	21%	47%	16	7	3	0.8
Wayne	1170	272	54%	45%	68%	68	79	76	1.7
Wilkes	566	116	34%	34%	59%	43	24	19	1.3
Wilson	629	143	48%	28%	61%	36	43	24	1.4
Yadkin	397	125	44%	39%	50%	20	26	31	1.3
Yancey	185	16	31%	38%	25%	3	3	2	0.9

Source: NC Community College System

Fall 2009 Applications, Acceptance Rates and Enrollments from the 2008-2009 Graduates of   - All High Schools
By UNC Institution, Race/Ethnic Origin, and Gender
(Enrollments are as of the End of the Drop/Add Period)

		Black			White			American Indian			Hispanic American			Asian American			Other Race/Ethnic			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. ASU	a. Applications	336	267	603	4656	5817	10473	15	23	38	192	237	429	104	103	207	489	597	1086	5792	7044	12836
	b. % Accepted	34.5	44.6	39.0	65.0	69.5	67.5	46.7	47.8	47.4	57.3	61.6	59.7	69.2	70.9	70.0	30.1	34.7	32.6	60.0	65.3	62.9
	c. No. Enrolled	54	28	82	1080	1325	2405	3	1	4	37	42	79	20	14	34	40	41	81	1234	1451	2685
2. ECU	a. Applications	1052	1619	2671	4173	5814	9987	39	60	99	233	289	522	200	181	381	255	427	682	5952	8390	14342
	b. % Accepted	39.4	40.2	39.9	72.6	75.3	74.2	66.7	40.0	50.5	57.5	56.1	56.7	68.5	67.4	68.0	65.1	62.1	63.2	65.7	66.8	66.3
	c. No. Enrolled	197	253	450	1241	1759	3000	13	11	24	49	60	109	51	35	86	87	148	235	1638	2266	3904
3. ECSU	a. Applications	351	493	844	44	38	82	1	2	3	2	6	8	2	2	4	16	27	43	416	568	984
	b. % Accepted	87.7	89.9	89.0	95.5	94.7	95.1	*	*	100.0	*	83.3	87.5	*	*	100.0	93.8	96.3	95.3	88.9	90.5	89.8
	c. No. Enrolled	210	286	496	33	26	59	1	1	2	1	2	3	1	1	2	10	17	27	256	333	589
4. FSU	a. Applications	788	1612	2400	46	57	103	4	25	29	31	50	81	9	4	13	85	173	258	963	1921	2884
	b. % Accepted	65.5	69.8	68.4	91.3	89.5	90.3	100.0	76.0	79.3	77.4	72.0	74.1	88.9	100.0	92.3	72.9	68.2	69.8	68.1	70.4	69.7
	c. No. Enrolled	199	368	567	17	11	28	1	4	5	9	11	20	2	1	3	23	51	74	251	446	697
5. NCA&T	a. Applications	2149	2934	5083	90	42	132	11	13	24	34	47	81	17	19	36	104	139	243	2405	3194	5599
	b. % Accepted	62.5	63.7	63.2	80.0	73.8	78.0	81.8	61.5	70.8	67.6	72.3	70.4	82.4	68.4	75.0	53.8	63.3	59.3	63.1	63.9	63.6
	c. No. Enrolled	721	917	1638	28	13	41	4	5	9	11	12	23	7	6	13	33	43	76	804	996	1800
6. NCCU	a. Applications	1230	2159	3389	50	48	98	2	15	17	22	39	61	13	6	19	62	115	177	1379	2382	3761
	b. % Accepted	76.7	84.1	81.4	94.0	89.6	91.8	*	93.3	88.2	90.9	82.1	85.2	76.9	100.0	84.2	72.6	79.1	76.8	77.3	84.0	81.6
	c. No. Enrolled	419	765	1184	18	8	26	0	5	5	5	7	12	5	2	7	17	27	44	464	814	1278
7. NCSU	a. Applications	1148	1307	2455	6305	5582	11887	47	48	95	435	401	836	423	342	765	1067	930	1997	9425	8610	18035
	b. % Accepted	25.9	34.7	30.6	61.6	67.0	64.1	46.8	52.1	49.5	46.2	45.6	45.9	59.3	69.3	63.8	38.5	46.5	42.2	53.7	58.9	56.2
	c. No. Enrolled	165	177	342	1936	1533	3469	10	11	21	91	76	167	118	90	208	223	154	377	2543	2041	4584
8. UNC-A	a. Applications	31	42	73	859	1189	2048	1	6	7	37	52	89	18	20	38	78	114	192	1024	1423	2447
	b. % Accepted	67.7	59.5	63.0	73.7	79.2	76.9	*	66.7	57.1	70.3	73.1	71.9	77.8	85.0	81.6	62.8	80.7	73.4	72.6	78.6	76.1
	c. No. Enrolled	6	7	13	236	308	544	0	4	4	11	9	20	4	1	5	9	29	38	266	358	624
9. UNC-CH	a. Applications	833	1685	2518	5638	8441	14079	38	89	127	432	654	1086	805	1036	1841	651	993	1644	8397	12898	21295
	b. % Accepted	33.4	32.9	33.1	33.3	30.6	31.6	50.0	48.3	48.8	47.0	46.2	46.5	36.0	35.3	35.6	30.7	29.9	30.2	34.1	32.1	32.9
	c. No. Enrolled	155	283	438	1084	1528	2612	14	29	43	88	131	219	123	178	301	84	140	224	1548	2289	3837
10. UNC-C	a. Applications	593	1147	1740	3112	3437	6549	27	26	53	288	316	604	228	214	442	437	509	946	4685	5649	10334
	b. % Accepted	50.3	51.5	51.1	83.7	83.5	83.6	74.1	53.8	64.2	76.0	74.4	75.2	76.3	76.2	76.2	71.2	71.5	71.4	77.4	75.0	76.1
	c. No. Enrolled	140	274	414	1074	958	2032	6	8	14	99	102	201	86	64	150	106	125	231	1511	1531	3042
11. UNC-G	a. Applications	644	1804	2448	1647	3393	5040	19	32	51	141	258	399	133	187	320	198	406	604	2782	6080	8862
	b. % Accepted	44.9	52.1	50.2	82.4	86.0	84.8	57.9	62.5	60.8	73.0	76.7	75.4	68.4	83.4	77.2	61.6	64.3	63.4	70.9	73.9	73.0
	c. No. Enrolled	149	476	625	496	1029	1525	3	4	7	39	85	124	35	57	92	20	62	82	742	1713	2455
12. UNC-P	a. Applications	456	568	1024	524	597	1121	102	139	241	65	67	132	23	17	40	168	195	363	1338	1583	2921
	b. % Accepted	64.5	65.7	65.1	92.2	87.9	89.9	79.4	75.5	77.2	83.1	89.6	86.4	91.3	94.1	92.5	70.2	81.0	76.0	78.6	78.1	78.3
	c. No. Enrolled	184	208	392	206	230	436	56	75	131	29	25	54	8	6	14	48	78	126	531	622	1153
13. UNC-W	a. Applications	159	264	423	2704	4857	7561	13	32	45	152	244	396	86	101	187	181	339	520	3295	5837	9132
	b. % Accepted	42.1	43.6	43.0	59.7	56.7	57.7	30.8	43.8	40.0	60.5	60.7	60.6	70.9	74.3	72.7	81.8	74.9	77.3	60.2	57.5	58.5
	c. No. Enrolled	26	37	63	628	964	1592	2	3	5	37	53	90	16	19	35	48	88	136	757	1164	1921
14. WCU	a. Applications	1011	1263	2274	2998	3960	6958	49	63	112	115	172	287	79	87	166	620	842	1462	4872	6387	11259
	b. % Accepted	17.9	19.3	18.7	61.3	58.6	59.8	18.4	20.6	19.6	35.7	41.3	39.0	41.8	49.4	45.8	37.3	38.2	37.8	47.9	47.2	47.5
	c. No. Enrolled	62	51	113	564	685	1249	1	5	6	12	17	29	2	8	10	56	69	125	697	835	1532
15. WSSU	a. Applications	1001	2043	3044	22	48	70	6	10	16	13	29	42	6	8	14	32	157	189	1080	2295	3375
	b. % Accepted	51.2	58.4	56.0	81.8	70.8	74.3	66.7	50.0	56.3	69.2	44.8	52.4	83.3	75.0	78.6	37.5	61.8	57.7	51.9	58.7	56.6
	c. No. Enrolled	222	465	687	7	9	16	2	2	4		2	2	2		3	4	34	38	238	512	750
16. UNC TOTAL	a. Applications	11782	19207	30989	32868	43320	76188	374	583	957	2192	2861	5053	2146	2327	4473	4443	5963	10406	53805	74261	128066
	b. % Accepted	49.9	54.7	52.9	62.6	62.9	62.8	58.3	55.1	56.3	57.5	58.1	57.9	55.1	55.8	55.5	47.1	51.5	49.6	58.0	59.4	58.8
	c. No. Enrolled	2909	4595	7504	8648	10386	19034	116	168	284	520	632	1152	479	484	963	808	1106	1914	13480	17371	30851
17. Number of HS Graduates		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Notes: If the number in a cell is less than three, then the cell on "% Accepted" contains an asterisk.
N.C. State Department of Public Instruction does not report graduates in the "Other Race/Ethnic" category.