Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Implementation of the ABCs

SL 1997-18, Sec.15(a)

G.S. 115C-12(25)

Statewide Consolidated Assistance Program

HB 2436 (Sec.7.3a-7.3b)

SL 2007-323.Sec.7.18(b)

HB 1473, 2007 Budget Act

2009-10 School Year

STATE BOARD OF EDUCATION

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

NC DEPARTMENT OF PUBLIC INSTRUCTION
June St. Clair Atkinson, Ed.D., State Superintendent
301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs

Executive Summary

G. S. 115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee annually regarding the continued implementation of the ABCs Plan. Information in the report includes an update of the fourteenth year of ABCs results for schools, report on statewide system of support, AYP results as required by No Child Left Behind (NCLB), and schools identified as low performing.

The ABCs/AYP report for the 2009-10 school year was released electronically through the Internet. The ABCs/AYP Report and Supplemental Disaggregated State, School System and School Performance results were made available on August 5, 2010, and are accessible at http://abcs.ncpublicschools.org/abcs/.

Section 7.6(b) of S.L. 2006-66 granted the State Board of Education authority to use funds appropriated to the State Public School Fund for the consolidated assistance program in support of the ongoing implementation of the ABCs. The State Board reports to the Joint Legislative Education Oversight Committee each year by January 15 on any restructuring of the program pursuant to this section. The consolidated assistance program replaced the assistance team model cited in G.S.115C-12(25) and also meets the federal No Child Left Behind mandate for a statewide system of support. The consolidated assistance program is managed through the Division of District and School Transformation.

Table of Contents

I.   Update of Fourteenth Year of ABCs Results

The ABCs of Public Education:
2009-10 Growth and Performance of North Carolina Public Schools

Executive Summary
(October 14, 2010)

Statistical Summary of Results

ABCs Growth and Performance Results

For the 2009-10 school year, 2,491 public schools in North Carolina were assigned an ABCs status. These included regular public schools spanning combinations of grades K-12, charter schools, alternative schools, and some charter schools evaluated as alternative schools. The statewide results appear in Table 1.

Thirty-one (31) schools were not assigned an ABCs status because they were special education schools, vocational/career schools, or hospital schools that participated in the ABCs on the basis of the schools they served. Eleven (11) schools had insufficient data to be assigned an ABCs status; one (1) school was in violation of the 95 percent participation rule.

Table 1.			2009-10 ABCs Results			
Category	**High Growth**	**Expected Growth**	**Less than Expected**	**Alternative Schools**	**Row Total**	**Row Percent***
Honor Schools of Excellence	158	43			201	8.1
Schools of Excellence	14	1			15	0.6
Schools of Distinction	493	224			717	28.8
Schools of Progress	521	468			989	39.7
No Recognition Schools			200	11	211	8.5
Priority Schools	71	117	73		261	10.5
Low-Performing Schools			16		16	0.6
Total (Regular Schools)	1,257	853	289			
Alternative	47	34	11		92	3.7
Total (Regular and Alternative Schools)	1,304	887	300		2,491	
Percent	52.3	35.6	12.0		100	
No ABCs Status						
No Status					31	
Insufficient Data					11	
Unresolved					0	
Violated 95% Rule					1	
Total Number of Schools					2,534	
Percent Meeting at Least Expected Growth Standard	88.0					

* Row percents do not total 100% because alternative schools that do not make expected growth also appear in the No Recognition category.

AYP Results

The Adequate Yearly Progress (AYP) results are presented below for 2,519 of the state's schools. Table 2 shows the number and percent of the schools that met AYP or did not meet AYP.

Table 2.	2009-10 AYP Results for Schools	
AYP Status	**Number**	**Percent**
Met AYP	1,462	58.0
Did Not Meet AYP	1,057	42.0
Total	2,519	100.0

Among the 1,271 Title I schools, 758 (59.6%) met AYP.

AYP results are presented by ABCs categories in Table 3. Schools must have received both an ABCs status and an AYP status to appear in this table. Schools that did not receive an ABCs status (i.e., special education schools, vocational/career schools, and hospital schools, and schools with insufficient data for reporting) are not reflected in Table 3.

Table 3.	2009-10 School AYP by ABCs Recognition Categories				
	Met AYP		**Did Not Meet AYP**		**Total**
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**
Honor Schools of Excellence	202	100.0	0	0.0	202
Schools of Excellence	0	0.0	14	100.0	14
Schools of Distinction	537	75.0	179	25.0	716
Schools of Progress	505	51.1	484	48.9	989
No Recognition	99	47.4	110	52.6	209
Priority Schools	64	24.5	197	75.5	261
Low Performing Schools	0	0.0	16	100.0	16
Expected Growth	460	52.2	422	47.8	882
High Growth	874	67.2	427	32.8	1,301

Presentation of School Results

Results of the 2009-10 ABCs are presented online at http://abcs.ncpublicschools.org. AYP results are available by individual school and school district (LEA). There are also links to supplementary documents that explain ABCs calculations and ABCs technical information.

Background

The State Board of Education (SBE) developed the ABCs of Public Education in response to the School-Based Management and Accountability Program enacted by the General Assembly in June 1996. The program focuses on strong **A**ccountability, teaching the **B**asics with an emphasis on high educational standards, and maximum local **C**ontrol.

In 2002-03, the ABCs program was expanded to incorporate the new statutory accountability requirements of No Child Left Behind (NCLB). This federal legislation sets a proficiency goal of 100% for all schools by 2013-14. The SBE adopted AYP as a "closing the achievement gap component" of the ABCs in response to General Statute 115C-105.35. New growth formulas were implemented in 2005-06 that make comparisons to previous years inappropriate.

The ABCs accountability program sets growth and performance standards for each elementary, middle, and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results, and other selected components, are used to measure a school's growth and performance. Schools that attain the standards are normally eligible for incentive awards or other recognition, i.e., Honor Schools of Excellence, Schools of Excellence, Schools of Distinction and Schools of Progress. Schools where growth and performance fall below specified levels are designated as low-performing, and may receive mandated assistance based on action by the SBE.

In 2009-10, the attainment of ABCs growth standards was calculated as usual, but incentive awards were suspended for the second consecutive year because of the state's economic condition. ABCs recognitions and AYP determinations were continued in the normal manner.

Participating schools

All schools with sufficient data are included in the report. K-2 schools participating in the ABCs received their ABCs status and AYP status based on the performance of the schools that received the largest percent of students from the K-2 schools.

Alternative schools are included in the ABCs per State Board of Education Policy GCS-C-013. Their ABCs status is based on achievement data (EOC, EOG) and three "local options" specified in their school improvement plans (from a list available in GCS-C-013) and approved by their local boards of education.   The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, or No Recognition. The procedures used in determining AYP for regular schools apply to alternative schools as well.

Special education schools, vocational/career schools, and hospital schools did not receive an ABCs status, but they received prorated ABCs incentive awards (when available), based on the schools they served. They also received an AYP status that was determined by the performance of the schools they served. They made AYP if at least half of the schools they served made AYP.

Analyses

ABCs Growth and Performance

A school's ABCs growth status is determined by its growth calculation and its change ratio (a measure of the percent of students meeting their individual growth targets). A school's grade span and/or courses determine the composition of these measures, as described below.

In 2009-10, the growth calculation for a school may include:

   a) Total growth on EOG reading and mathematics for grades 4-8 and any EOC tests approved by the SBE for growth calculations.
   b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
   c) Change in the ABCs dropout rate (compared to a two-year baseline).

Schools with total growth equal to or exceeding the growth expectation (shown by a difference of 0.00 or better) meet expected growth criteria.

Four modifications to the ABCs were implemented in 2009-10:

   1. The formula for Civics and Economics was revised to use eighth-grade EOG reading and mathematics scores as alternate predictors whenever the default predictors (English I and Biology) are not available. This change accommodates selected LEAs who scheduled Civics and Economics courses in the ninth grade in 2009-10 and those who may do so in the future.
   2. The ABCs status for a K-3 school was based on the use of a feeder pattern to determine growth and the performance composite derived from the third grade EOG scores. (Note: K-3 schools were not identified as Low-Performing based on their inherited growth status, but were designated as Priority Schools.) AYP was based on the third grade scores.
   3. Grade 3 Reading and Math Pretests were eliminated to comply with (Senate Bill 202 S.L. 2009-451).
   4. The higher of the original or Retest 1 score on end-of-course assessments taken during the 2009-10 school year was applied for calculating ABCs Performance Composites, where applicable.

Retest scores (first retest only) for students who scored below the Achievement Level III standard on EOG reading and mathematics assessments in grades 3 through 8 and science in grades 5 and 8 were used in calculations of AYP and the ABCs performance composites. Students in grades 3-8 who scored Achievement Level II on the first administration of the EOG reading, mathematics and/or science assessments and/or their alternate assessments were required to take a retest. (Students who scored Level I could "opt in" to take the retest at their parents' request.) The higher of the original score or the first retest score was used in the calculation of the ABCs performance composites and AYP.

In 2009-10, the change ratio used to determine the attainment of high growth may include:

a) The growth status of individual students on EOG reading and mathematics for grades 4-8 and any EOC tests approved by the SBE for growth calculations.
b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
c) Change in the ABCs dropout rate (compared to a two-year baseline).

The factors are arranged such that the number of students meeting their individual growth standards is in the numerator along with the college/university prep and college tech prep courses of study. Students not meeting their individual growth standard are in the denominator and the decrease in dropout rate is subtracted from the denominator. Schools that have a growth result of 0.00 or better (met expected growth) and have a change ratio of 1.50 or better are said to have met high growth.

AYP Analyses

Two modifications were required in the reporting of AYP results for 2009-10:

1. For AYP purposes, cohort graduation rate requirements changed so that the rate of improvement from one year to the next must be at least 2 percentage points on the 4-year cohort graduation rate or at least 3 percentage points on the 5-year cohort graduation rate for a school to make progress (improvement) on its cohort graduation rate. A 4-year rate (or 5-year rate) of at least 80 percent also meets the target for the Other Academic Indicator (OAI) at the high school level.
2. The higher of the original or Retest 1 score on end-of-course assessments (English I and Algebra I) taken during the 2009-10 school year was applied for calculating AYP results, where applicable.

Students taking the OCS EXTEND2 assessments were counted as non-participants for AYP, as was the case in 2008-09 per the U.S. Department of Education.

AYP Criteria

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). In order for a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities) must have at least a 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the State's percent proficiency targets in reading and in mathematics (annual measurable objectives). In addition, the school as a whole must show progress on the other academic indicator, which is either attendance or graduation rate (depending on the grade configuration of the school). For additional information, see *Determining AYP Status* (linked from the blue sidebar at http://abcs.ncpublicschools.org/).

Definition of ABCs Categories

Because of the state's economic situation, no financial awards were distributed in conjunction with the 2009-10 ABCs. All of the usual ABCs awards and recognition categories were determined however. The definitions of the various categories appear below.

Schools that violate the testing requirements are assigned a violation status and cannot receive financial awards or any ABCs status, except low-performing. Low-performing schools that violate testing requirements are assigned the low-performing status in addition to the violation status. The State Board of Education may designate schools that violate testing requirements for two consecutive years as low-performing.

Schools Making High Growth attained their high growth standard.

Schools Making Expected Growth attained their expected growth standard (but not their high growth standard).

Honor Schools of Excellence are schools that made at least expected growth, had at least 90% of their students' scores at or above Achievement Level III, and made AYP. These schools receive banners and certificates.

Schools of Excellence are schools that made at least expected growth and had at least 90% of their students' scores at or above Achievement Level III but did not make AYP. These schools receive banners and certificates.

Schools of Distinction are schools that made at least expected growth and had at least 80% of their students' scores at or above Achievement Level III (but were not Honor Schools of Excellence or Schools of Excellence). They receive plaques and certificates.

Schools of Progress are schools that made at least expected growth and had at least 60% of their students' scores at or above Achievement Level III (but were not Honor Schools of Excellence or Schools of Excellence or Distinction). They receive certificates.

Schools Receiving No Recognition did not make their expected growth standards but have at least 60% of their students' scores at or above Achievement Level III.

Priority Schools are schools that have less than 60% of their students' scores at or above Achievement Level III, irrespective of making their expected growth standards, and are not Low-Performing Schools.

Low-Performing Schools are those that failed to meet their expected growth standards and have less than 50% of their students' scores at or above Achievement Level III.

Results of School Building Appeals

There were no school building appeals of ABCs growth standards for the 2009-10 school year.

Evolution of the ABCs
(Updated August 5, 2010)

1995

1. General Assembly directed the State Board of Education (SBE) to develop a restructuring plan for public education. The State Board conducted an in-depth study involving public hearings, surveys and interviews; reviewed current mandates and operating procedures; and undertook a major organizational analysis to relate all education operations to the mission. In May 1995, the New ABCs of Public Education outlined the framework for a dramatic restructuring.

1995-96

2. One hundred eight schools in ten school districts piloted The New ABCs of Public Education. The systems were Albemarle, Alleghany, Asheville City, Elizabeth City-Pasquotank, Duplin, Halifax, Lexington, McDowell, Bladen, and Lincoln.

1996

3. General Assembly approved the State Board's plan and put into law the School-Based Management and Accountability Program (the ABCs).

1996-97

4. ABCs implementation began for schools with grades K-8. The model included growth and performance composites and included EOG Reading and Mathematics and Writing at Grade 4. The new Grade 7 writing was used only in the performance composite.
5. DPI communicated ABCs Procedures to principals and teachers.
6. Assistance teams were formed and trained; assistance was offered to schools that asked for it.
7. Steering Committee for Assessment and Accountability was established by the SBE to develop the High School Model.
8. Compliance Commission for Accountability was established by the SBE to advise on testing and other issues related to school accountability and improvement. The commission was to be composed of two members from each of eight educational districts and four at-large members to represent parents, business, and the community.
9. The first ABCs Report submitted to the State Board of Education in August.
10. All schools achieving exemplary growth standards received incentive awards ($1,000 for certified staff; $500 for teacher assistants).

1997-98

11. Designated Low-Performing schools received assistance teams.
12. The next phase of statewide reform was implemented with the high school accountability model. It was considered a "work in progress" with re-examination, changes and adjustments to come.

13. The model included results on five mandated EOCs, a high school writing test (English II – time was extended to allow students 100 minutes); percentages completing College Prep/College Tech Prep (based on a year-to-year change); SAT scores and participation rates were reported.
14. The Comprehensive Test in Reading and Mathematics was administered to determine cohort growth from grade 8 to grade 10. This was to satisfy the Senate Bill 1139 legislation that called for measuring student growth (for high schools). Initially, results were to "count" for the accountability year, but it was decided to delay inclusion of these data in the growth composite for high schools until the following year.
15. Growth for K-8 schools was computed using both the "old" *unmatched* grade 3 parameters, and the "new" (1996-97) *matched* group grade 3 parameters. The higher of the two growth computations was used in the final computations for growth.
16. 7th Grade Writing was included in computing growth since this was the third year of data collection; it had previously been used only in the performance composite.
17. Algebra I scores from grades prior to the ninth grade were included in the computations for performance composites for high schools.
18. A confidence band for the performance composite was computed for identifying low-performing schools; this allowed schools a safety margin for sampling error. Schools could be slightly below 50% at or above grade level and not be penalized.
19. ABCs status label *No Recognition* was changed to *Adequate Performance*.
20. Charter Schools were included in the ABCs reporting for the first time.
21. A Comprehensive model was defined for schools that had grades included in both the K-8 and high school configurations. The school faculty voted on whether the Comprehensive model would be used to evaluate the school for the accountability year, and the vote was to be reflected in the School Improvement Plan.
22. Alternative schools were asked to submit proposals of better ways to be evaluated in subsequent accountability years.
23. Reporting guidelines were developed to accommodate feeder patterns for special education schools, alternative schools and K-2 feeder schools; high schools with major demographic shifts were accommodated under special conditions; reporting accommodations were implemented for schools with insufficient data, and guidelines were developed to handle senior high schools under the ABCs.
24. It was decided that during this accountability year, no alternative schools or special schools were to be identified as Low-Performing.
25. EOC test scores, e.g., Algebra I scores, of students in middle grades were used in the high school portion of the performance composite score but not the gain composite score.
26. K-8 and high school results under the ABCs were reported in A Report Card for the ABCs of Public Education, Volume I.
27. All schools making Expected or Exemplary Growth/Gain were awarded incentives per the Excellent Schools Act, enacted by the General Assembly (Up to $1500 for certified staff, up to $500 for teacher assistants in schools making Exemplary Growth/Gain; schools making Expected growth/gain received up to $750 for certified staff; up to $375 for teacher assistants).
28. A Report Card for the ABCs of Public Education was made available on the DPI web site.

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

1998-99

29. The SBE increased the membership of the Compliance Commission for Accountability from the original 20 members to 22 members to include an SBE member and an additional At-Large business member.
30. The Comprehensive model was applied to all schools.
31. Five additional EOC tests were added to the performance composite score.
32. The High School Comprehensive Test growth parameters were approved; the growth component was included in the high school growth/gain computations.
33. The change in the competency passing rate component was implemented in the high school growth/gain computations.
34. Changes in dropout rates were approved for implementation in the 2000-01 school year for growth calculations.
35. EOC scores in middle schools counted toward the schools' growth/gain and performance.
36. Data collection guidelines and procedures were documented in an Accountability Processing Checklist to incorporate roles of LEA, regional coordinators, and the agency staff.
37. Insufficient data rule was documented for high schools (less than 30 students in a given course for a given year of the three years of data).
38. Dual enrollment policies were documented and disseminated.
39. Membership rule for Comprehensive Tests was approved (160 days).
40. Revised grade 3 parameters were applied to the grade 3 growth computations.
41. A Report Card for the ABCs of Public Education, Volume 2 included ABCs dropout data.
42. Alternative schools with sufficient data were included in the ABCs on the basis of their data; schools with insufficient data were awarded prorated incentives based on the feeder schools.
43. The labels *Top 10/25 Schools* and *Adequate Performance* were changed to *Most Improved 10/25* and *No Recognition,* respectively.

1999-00

44. A rule for dropping courses in high school (10/20 Day Rule) was implemented.
45. Alternative Schools were included in the ABCs under HSP-C-013. Web interface was developed for data collection for alternative schools to enter local option data online.
46. Department of Health, Human Services (DHHS) and Office of Juvenile Justice (OJJ) Schools were included in the ABCs.
47. Schools were given test administration options for fall English II Tests due to catastrophic weather.
48. The SBE appointed a Writing Assessment Task Force.
49. Full ABCs documentation was made available on the Accountability web site.

2000-01

50. EOC prediction formulas for 10 multiple-choice EOCs were implemented; this fully addressed concerns related to comparing different cohorts over time at the high school level.
51. Dropout rate change was implemented as a component to the growth computations in high schools.
52. Computer Skills testing results at grade 8 were added to the performance composite.

53. EOC prediction formulas' exemplary growth standard was set at 3% more than the expected growth standard.
54. Weighting the ABCs growth composites was adopted by the SBE in part to eliminate concern over small groups of students having the same impact as large groups of students in the determination of whether the school met growth standards.
55. The North Carolina Alternate Assessment Portfolio (NCAAP) was added to the performance composite.
56. Writing at grades 4 and 7 was removed from the growth composites, but remained a part of the performance composite.
57. The North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the Computerized Adaptive Testing System were approved by SBE to be pilot tested and included in ABCs Volume II Report.

2001-02

58. The State Board of Education approved revisions to ABCs terminology for the 2001-02 school year.
59. The term *high* growth replaced *exemplary* growth, and the term *growth* replaced *growth/gain* in all designations of meeting or exceeding growth or gain standards.
60. Schools of Distinction were required to make expected growth.
61. Three tests were eliminated for the 2001-2002 school year: Iowa Tests of Basic Skills, Open-ended Assessments in grades 4 and 8, and the High School Comprehensive Tests in Reading and Mathematics at grade 10. (Only the latter had been included in the ABCs.)
62. English II was suspended and will not be included in the ABCs until new tests for grade 10 Writing are developed. Writing results at grades 4 and 7 were removed from the ABCs performance composite.
63. Format for reporting data in ABCs Volume II was revised, and the name was changed to *Reports of Supplemental Disaggregated State, District and School Performance Data for 2000-2001.*
64. SBE approved the revised achievement levels in mathematics determined from the summer of 2001 equating study for student reporting, student accountability standards gateways, student competency standard, and ABCs reporting (performance composites).
65. Two ABCs reporting categories were added: Schools of Progress (schools that make at least expected growth and have a performance composite of at least 60%) and Priority Schools (schools that have less than 60% performance composite and are not low-performing.)

2002-03

66. ABCs 91-Day Rule for Growth Calculations changed to 140-Day Rule to align with No Child Left Behind (NCLB) full academic year (FAY) requirement.
67. The ABCs 98% participation rule for grades 3-8 under the ABCs was changed to 95% to conform to the NCLB 95% participation rule.
68. No exclusions were allowed.
69. Added Adequate Yearly Progress (AYP) as a "closing the gap component" of the ABCs to meet requirements of General Statute 115C-105.35.

70.   North Carolina Alternate Assessment Portfolio (NCAAP) scoring revised to yield Reading and Mathematics scores.

71.   The ABCs Report, <u>The ABCs of Public Education 2002-2003 Growth and Performance of North Carolina Schools</u> was made available in electronic format on DPI website. No hardcopy reports were published.

2003-04

72.   No U.S. History tests were administered in 2003-04. Economic, Legal and Political Systems (ELP) tests were administered for transfer students, students who previously failed the course and students in 10th-12th grade who needed the course for graduation. U.S. History and ELP data will be excluded from the ABCs data analysis for 2003-04 and 2004-05 school years. New EOC tests in these subjects are under development for administration during the 2005-06 school year.

73.   Alternative schools' accountability policy was revised to prescribe 8 local options; these revisions were optional for the 2003-04 school year, and mandatory in 2004-05.

74.   Certain charter schools became eligible to participate in the ABCs as alternative schools per SBE policy.

75.   The Occupational Course of Study (OCS) graduates were subtracted from the denominator of diploma recipients in computing the College University Prep/College Tech Prep component.

76.   Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2004-05.

77.   SBE approved a change in weighting the dropout component of the ABCs to ¼ membership, making it comparable to English I weight; this will be applied to the changes in dropout rates reported in the 2004-05 ABCs.

78.   The SBE approved adding a recognition category for Schools of Excellence that meet AYP. The new category was named Honor Schools of Excellence.

2004-05

79.   Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2005-06.

80.   Implementation of weighting the dropout component of the ABCs to ¼ of the membership used for funding was included in growth calculations.

81.   SBE approves new growth formulas and standards for the 2005-06 school year and beyond. Included is the calculation of student level growth and a variety of procedural changes precipitated by a provision in general statue from the summer of 2004.

82.   SBE approves Report of 2004-05 ABCs with sixth grade reading excluded from the growth calculations.

2005-06

83.   New editions of the mathematics End-of-Grade assessments were implemented along with new (higher) standards in grades 3-8.

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

84. New ABCs growth formulas for all grades and subjects were implemented.
85. Writing results (grades 4, 7 & 10) were included in the performance composite using a confidence interval.
86. The following grades and subjects were not used for growth due to new tests and editions: 3rd grade math, US History, and Civics & Economics.
87. For schools with an 8th grade, the denominator for calculating the percentage of scores proficient for computer skills in the performance composite was based not on the number of test takers but the number of eight grade students on the first day of spring testing.
88. AYP for 3-8 mathematics used implied performance from 2004-05 (using the 2005-06 math standards) as a basis for safe harbor.
89. A fundamental change in the way High Growth is computed was implemented. The standard was changed to include the ratio of students who meet their individual growth standard compared to those who do not.
90. For the first time, average growth per student at the school level is reported as is the ratio used to determine high growth.
91. Fundamental changes in data collection moved the source of the demographic information used in AYP determinations from answer sheets to authoritative sources.
92. As a U.S. Department of Education Pilot, North Carolina was one of only two states allowed to use growth as part of AYP determinations.
93. Growth by AYP group is reported for all students in the web presentation of school detail results.
94. Two new alternate assessments were implemented to meet the needs of students with particular issues accessing a standard test administration. NCCLAS and NCEXTEND2 replaced NCAAAI. NCEXTEND2 was included in AYP and the performance composite subject to a 2% cap at the LEA level of students being counted as proficient on this alternate assessment.
95. North Carolina was one of only 10 states that had received approval of its assessment system following the peer review process prior to June 30, 2006 (the USED deadline to receive such approval).
96. Due to the implementation of the new edition of the mathematics EOG assessments and subsequent setting of new standards, ABCs reporting was approved by the SBE in November and High School results were approved by the SBE (independent of lower grade level results) in October.
97. USED approved new annual measurable objectives for mathematics in grades 3-8 to account for the higher achievement level standards adopted by the SBE.

2006-07

98. New test editions for Algebra I, Algebra II, Geometry and English I End-of-Course assessments were administered with new (higher) achievement level standards.
99. In order to combine the results from 10th graders taking the new EOC assessments with those 10th graders who had banked scores from the former editions of the Algebra I and English I EOC assessments, the NCDPI equated the new assessment scores to the old scale using an equi-percentile method and continued to use the existing annual measurable objectives (AMOs) for the 2006-07 reporting of AYP at the high school level.
100. The new 4-year cohort graduation rate was used to determine if a subgroup can access safe harbor at the high school level. The SBE adjusted the threshold of 90% to 80% for the graduation rate.

101. The final regulations posted in the *Federal Register* dated April 9, 2007, regarding the one percent cap for students with significant cognitive disabilities and the two percent cap for students assessed using modified assessments were implemented.

2007-08

102. New test editions were introduced for End-of Grade (EOG) Reading (grades 3-8), Biology, Chemistry, Physical Science, and Physics; and a shorter test was used for Algebra II. The State Board of Education (SBE) decided to remove these tests from ABCs calculations of academic change but to retain the results in the ABCs performance composites. Standard setting procedures were performed for the Biology EOC.
103. To accommodate the additional timeline for scaling and setting standards on the EOG reading tests, a two-stage release of AYP results was conducted. The initial release of preliminary AYP results by Local Education Agencies (LEAs) occurred July 21, 2008, revealing AYP results for high schools and partial AYP results for grades 3-8 (Mathematics only). The remaining AYP results for Reading in grades 3-8 were released at the November SBE meeting.
104. To accommodate differences in the scales between the new editions and the scales for previous editions (used for the banked scores), new standards for Reading, expressed through Achievement Level III cut scores, were set for the banked scores equivalent to the standards on the new test editions. This was implemented by an equipercentile approximation of the new edition cut scores on the previous edition tests and then recalculating student proficiency on the previous test editions. This made the proficiency determinations based on the banked scores comparable to proficiency determinations on the new editions of Algebra I and English I.
105. The new Reading standards were also applied to the previous test editions for the calculation of safe harbor.
106. New AMO targets were set for Grade 10 "reading" and "mathematics" (as structured for AYP purposes).
107. Because the State Board of Education removed the Biology EOC from ABCs growth calculations, and because scores on the previous edition of the Biology EOC test were the primary predictor for U.S. History, the prediction equation for U.S. History was re-evaluated. Scores on the Civics and Economics EOC were found to be acceptable substitutes. Consequently, for ABCs growth calculations, scores on the Civics and Economics and English I EOCs were used as predictors for U.S. History if both were available. Otherwise, scores on the Civics and Economics EOC were used as a single predictor of U.S. History.

2008-09

108. The U. S. History formula for academic change was revised to use either Civics & Economics or Biology as the primary predictor in conjunction with English I as the secondary predictor.
109. Students taking the OCS EXTEND2 assessments were counted as non-participating for AYP (included in the denominator but excluded from the numerator). These assessments will continue to be included in calculating the ABCs Performance Composites.
110. The formula for the College University Prep/College Tech Prep (CUP/CTP) component of academic change was modified to give additional credit to schools when the baseline was greater than ninety percent (90%) and the current year's percentage was above ninety percent (90%).

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

111. The higher of the original scores or Retest 1 EOG reading and mathematics scores in grades 3 through 8 and science in grades 5 and 8 were used in the calculation of ABCs performance composites and for AYP. All students who scored Achievement Level II on the first administration of the EOG assessment were retested. (Students who scored Level I could "opt in" to take the retest at their parents' request.)
112. Students with disabilities (SWD), who were no longer classified as SWD for two consecutive years, i. e. exited SWD within the last two years, were included in AYP calculations (same as for students with limited English proficiency.
113. Science results in grades 5 & 8 were included in the ABCs Performance Composite.
114. Students in schools that participated in the American Diploma Project (ADP) Algebra II end-of-course (EOC) pilot were not required to take the NC Algebra II EOC.

2009-10

115. Cohort graduation rate requirements changed so that the rate of improvement from one year to the next must be at least 2 percentage points on the 4-year cohort graduation rate or at least a 3 percentage points on the 5-year cohort graduation rate for a school to make progress (improvement) on its cohort graduation rate. A 4-year rate (or 5-year rate) of at least 80 percent also meets the target for the Other Academic Indicator (OAI) at the high school level.
116. The formula for Civics and Economics was revised to use eighth-grade EOG reading and mathematics scores as alternate predictors whenever the default predictors (English I and Biology) are not available. This change accommodates selected LEAs who scheduled Civics and Economics courses in the ninth grade in 2009-10 and those who may do so in the future.
117. Grade 3 Reading and Math Pretests, Computer Skills, Competency (Reading & Math), EOCs (Chemistry & Physics) were eliminated to comply with (Senate Bill 202 S.L. 2009-451).
118. The higher of the original or Retest 1 scores on end-of-course assessments taken during the 2009-10 school year was applied for calculating ABCs Performance Composites and AYP results, where applicable.
119. The ABCs status for a K-3 school was based on the use of a feeder pattern to determine growth and the performance composite derived from the third grade EOG scores. (Note: K-3 schools were not identified as Low-Performing based on their inherited growth status, but were designated as Priority Schools.) AYP was based on the third grade scores.

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

II. Statewide System of Support

♦ The data from the Turnaround initiative yielded significant and dramatic results. Of the 66 high schools, 75% (50) have exceeded a performance composite of 60%. Eleven of these 66 high schools, who were the lowest-achieving high schools in the state three years ago, are now above 80% proficient.

♦ The District and School Transformation initiative is yielding positive results. The percentage of students performing at or above grade level for the five districts: Bertie, Columbus, Hertford, Lexington, and Richmond, increased for 85% of the schools (50 of 59 schools).

♦ Of the 75 Low-Performing schools identified in the 2008-09 school year, only 9 were on the Low-Performing list based on the 2009-10 school year.

♦ Of the original 66 Turnaround high schools, 49 increased their 4-year cohort graduation rate during the years of support through Turnaround (2005-06 to 2009-10). The average gain for those schools was 12.7 percentage points.

North Carolina Department of Public Instruction
Statewide System of Support

District and School Transformation Division
Program Monitoring and Support Division

Three Key Elements Drive the North Carolina Department of Public Instruction (DPI) Support Model:

1. Support All Schools:
   a. DPI provides support to all school districts and schools.
   b. DPI provides more intensive support to low-performing districts and schools

2. Build Capacity at School/District Level:
   a. DPI's efforts focus on building capacity at the district level so that school districts can better support principals and their schools.
   b. DPI intervenes directly in a smaller number of chronically underperforming schools to develop both leadership and instructional capacity.

3. Customize:
   a. DPI provides and/or facilitates customized support tailored to specific, identified school district and school needs.

The Statewide System of Support is the structure by which the Department of Public Instruction provides two layers of support to districts and schools. A set of interlocking Roundtables facilitates support to all districts and schools across North Carolina while divisions within NC DPI provide the second layer of targeted support to identified districts and schools.
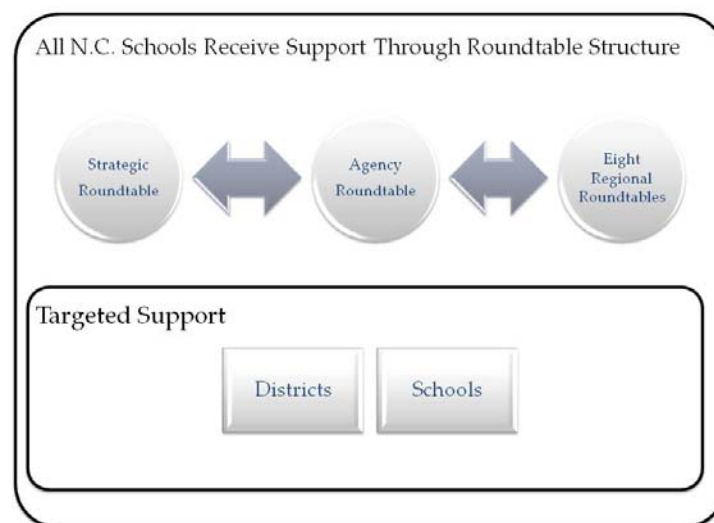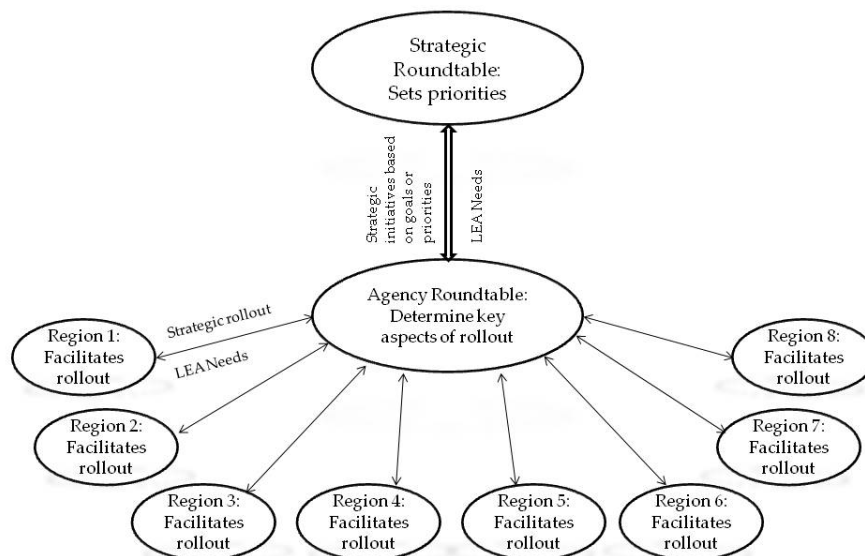
I.   Support to All Districts and Schools:

The on-going monitoring and support for the work of the Statewide System of Support is provided through the interlocking Roundtables that ensure all DPI divisions bring their specific resources to assure the success of the work in all districts and schools in North Carolina. The Roundtables are facilitated by the Division of District and School Transformation and operate through the following structure.

- Strategic Roundtable (NC DPI Senior Leadership)
  - Reviews Data and Sets Priorities
- Agency Roundtable (Directors and Team Leads)
  - Targets Services and Rolls Out Initiatives
- Regional Roundtables (Regional Leads and Regional NC DPI Division Representatives)
  - Facilitate Delivery of Services and Serve as a Point of Contact

The Roundtable structure provides a mechanism of two-way communication between NC DPI and school districts. It is the key structure to facilitate rollout of initiatives across the state.

Setting Direction and Monitoring Progress through Roundtable Structure

The on-going monitoring and support for the work of the Statewide System of Support is provided through the Roundtables that ensure all DPI divisions bring their specific resources to assure the success of the work in the districts. The Roundtables are facilitated by the Division of District and School Transformation. Needs identified by the Roundtables are provided through the Department of Public Instruction Staff.

- The **Strategic Roundtable** meets quarterly and is comprised of the State Superintendent and identified agency leadership staff.

Among the functions of the **Strategic Roundtable** are:

o   Monitoring statewide achievement data (ABCs) such as proficiency and growth on statewide assessments, the percentage of adequate yearly progress (AYP) targets met (equity), and reviewing capacity/achievement matrices that help prioritize the designation of resources;
o   Selecting Transformation districts and schools;
o   Approving plans for Corrective Action/Low-Performing/Turnaround services; and
o   Monitoring progress toward the achievement of priority objectives.

The direction of the Strategic Roundtable is made operational through the work of the Agency Roundtable.

- The **Agency Roundtable** meets monthly and is comprised of all Academic Services and Instructional Support (ASIS) Directors and District and School Transformation Team Leads. They review the progress of the work, ensure the effective implementation of services as directed by the Strategic Roundtable and determine other available resources to apply to issues that emerge in the work. This Roundtable problem-solves issues arising from the work in the regions when these require coordination and articulation of resources and services.

  Among the functions of the monthly **Agency Roundtable** are:

  o   Analyzing current initiatives being provided to the region by the agency;
  o   Identifying gaps and redundancies;
  o   Targeting available resources to identified needs;
  o   Routing continuing services through NCDPI staff assigned to regions, districts, and schools; and
  o   Monitoring progress toward achieving priority objectives.

- The 8 **Regional Roundtables,** corresponding to the State Board regions, are comprised of Agency personnel who serve regionally and function as the articulation component of the Statewide System of Support in the field by serving districts across the state and ensuring the priority of the State Board initiatives and cross-divisional communication. In monthly meetings, facilitated by a Regional Lead, both quantitative and qualitative data generated by the work of department employees serving the region are analyzed and synthesized to coordinate and align services.

  Among the functions of the monthly **Regional Roundtable**s are:

  o   Analyzing the impact of current initiatives underway in each district in the region;
  o   Analyzing trends and common needs across each region;
  o   Facilitating and coordinating technical assistance provided for the districts and schools; and
  o   Monitoring progress toward achieving priority objectives.

Family and Community Engagement

Within the Division of District and School Transformation, the Family and Community Engagement team raises student achievement and closes academic gaps by enhancing student learning through the development and support of effective, sustainable and authentic family-school-community partnerships.

This team is committed to guiding family and community groups in facilitating better communication with schools. Districts and schools are assisted in the identification and development of programs and strategies to assist and support family and community engagement. Through customized support and professional development, Family and Community Engagement consultants build the capacity of schools, families, and communities to enhance and support student academic achievement. Specific duties may include:

- Design, conduct and implement professional development on topics such as;
    - successful high school graduation/reduction of dropouts,
    - cultural responsiveness,
    - high expectations,
    - poverty's impact on teaching and learning, and
    - effective family/school/community partnerships;
- Provide coaching to district and school leaders on cultural leadership; and
- Establish, train, coach and facilitate local community task forces focused on improving student achievement.
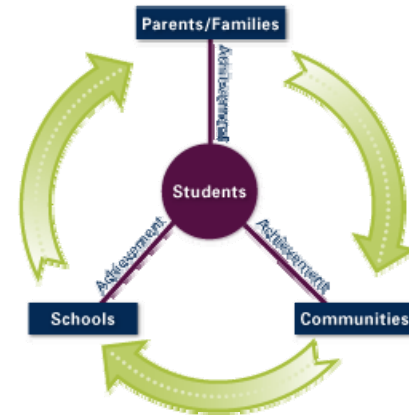
Family and Community Engagement Supports…

All Schools
- **Statewide Professional Development** *(Total participants for 2009-10: 245)*
  Trainings included Cultural Responsiveness in Public Education, Ruby *Payne's A Framework for Understanding Poverty®* and *Changing the Way We Do Business in the Village through Parent/Family Empowerment*.
- **Professional Development for Districts/Schools** *(Total participants for 2009-10: 385)*
  Trainings included Cultural Responsiveness in Public Education, Ruby *Payne's A Framework for Understanding Poverty®*, Parent Partnerships, and *Changing the Way We Do Business in the Village through Parent/Family Empowerment*.
- **Professional Development for Local Conferences (Total participants for 2009-10: 75)**
  Conferences included Dropout Prevention Conference and the North Carolina Association for the Education of Young Children (NCAEYC).

Transformation and Turnaround Schools
- **Professional Development for District and School Transformation Instructional Facilitators**
  Cultural Responsiveness in Public Education and Ruby *Payne's A Framework for Understanding Poverty®*
- **Professional Development for Bertie County Central Office and Principals**
  Cultural Responsiveness in Public Education

Halifax County Schools
- **Facilitate the Halifax County Raising Achievement and Closing Gaps Task Force** (10 monthly meetings throughout 2009-10)
- **Facilitated the Southeast Faculty Focus Group**
  This was a cross-sectional group of Southeast faculty, Halifax Central Office staff and DPI personnel that developed an action plan to improve the culture and climate at Southeast Halifax High School.
- **Professional Development for Teachers and Staff**
  Discipline, Effective Leaders and Team Building

Agency Initiatives
- **Served on the Raising Achievement and Closing Gaps Conference XIV Planning Committee**
- **Developed Response to Instruction (RtI) Collaboration**
  Planning has begun to partner with Exceptional Children to design and deliver advanced RtI and Positive Behavior Intervention and Support (PBIS) professional development on Cultural Responsiveness
- **Served on Comprehensive Needs Assessment Teams**

Staff to the North Carolina Committee on Dropout Prevention

Since 2007 the North Carolina General Assembly has appropriated $48,000,000 to support programs and initiatives that target students at risk of dropping out of school.

The North Carolina Committee on Dropout Prevention has been charged by the General Assembly with awarding grants to innovative programs and initiatives that demonstrate the potential to be developed into effective, sustainable, and coordinated dropout prevention and re-entry programs in middle schools and high schools and effective models for other programs. A total of 183 organizations have been awarded grants. (See table below.)

Number	Entity Type
19	Local/State Agency
5	College/University
68	Faith-Based/Non-profit Organization
64	Local Education Agency
27	School
183	Total

Department staff supports the Committee and grant recipients, fulfilling responsibilities that include:

- developing and processing applications;
- providing technical assistance to grant applicants and recipients;
- facilitate program and budget revision requests for grant recipients; and

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

- monitor grant programs for adherence to approved program implementation and fiscal guidelines.

II.   Support to Targeted Districts and Schools:

State and federal legislation, as well as judicial and executive direction, have resulted in development of a targeted component of the Statewide System of Support that comprehensively addresses lack of school growth, gaps in school and district performance, as well as a lack of overall performance as measured by a Performance Composite below 60%.

Targeted support is provided to districts and schools identified as:

1. **NC Turnaround High and Middle Schools**
2. **District Transformation Partnership Districts**
3. **School Transformation Partnership Schools**
4. **Consent Order District**
5. **Title I Districts in Improvement, Corrective Action, or Restructuring**
6. **Title I Schools in Improvement, Corrective Action, or Restructuring**
7. **Low-Performing Schools**

Following are summary data results for each section of targeted support.

1. **NC Turnaround High and Middle Schools**
   High schools with Performance Composites below 60% in 2004-05 and 2005-06 or in 2005-06 and 2006-07: Middle schools fed a high school identified in 2005-06.
     2009-10: 36 high schools/31 middle schools
         50 of the original 66 high schools have exceeded a 60% Performance Composite and 11 of them have exceeded 80%
     2008-09: 66 high schools/37 middle schools
         (Based on 2008-09 data, 30 high schools and 4 middle schools exceeded a 60% Performance Composite. Two middle schools closed.)
     2007-08: 66 high schools/37 middle schools

2. **District Transformation**
   Provides support to selected LEAs identified as having high need and limited internal capacity to assist school improvement.
   > 2009-10: Hertford (7 schools), Bertie (9 schools), Richmond (17 schools), Columbus (19 schools), and Lexington City (7 schools).
   >> 50 of the 59 schools have increased their Performance Composite between 2008-09 and 2009-10.
   > 2008-09: Halifax (16 schools), Hertford (5 schools), Bertie (8 schools), Richmond (19 schools), Columbus (18 schools), and Lexington City (7 schools).
   > 2007-08: Pilots - Columbus (18 schools) and Lexington City (7 schools)

3. **School Transformation**
   Twenty elementary schools were identified for services from among the lowest performing elementary schools by Performance Composite data from the 2008-09 school year data.
   > 2010 (beginning April): 20 elementary schools located in ten districts

4. **Consent Order**
   Provides intense support to identified LEA in curriculum and instruction, finance, and personnel
   > 2009-10: Halifax County – 11 schools (The district closed 3 schools at the end of the 2008-09 school year.)
   >> 7 of the 11 schools increased their Performance Composites and the two high schools saw a jump of over 11 percentage points in their 4-yr Graduation Rates between 2008-09 and 2009-10
   > 2008-09: Halifax County – 14 schools

5. **Corrective Action Districts**
   LEAs identified by No Child Left Behind (NCLB) in Corrective Action status.
   > 2009-10: 35 districts
   > 2008-09: 40 districts
   > 2007-08: 27 districts

6. **Title I and All Sanctioned Schools**
   Schools are served through the Regional Roundtable structure, with differentiated services for those meeting specified criteria. Selected schools are served under Turnaround or through Transformation Districts. Schools in Sanction Level 4 and above receive services to support planning for and implementation of restructuring through their Title I consultants.
   - All Title I schools
   - Sanction Level 1 – School Improvement
     - 2010-11: 46 schools
   - Sanction Level 2 – School Improvement
     - 2010-11: 95 schools
   - Sanction Level 3 – Corrective Action
     - 2010-11: 77 schools

- Sanction Level 4 – Planning for Restructuring
  - 2010-11 – 47 schools
- Sanction Level 5 – Implementing Restructuring
  - 2010-11 – 33 schools
- Sanction Level 6 – Restructuring
  - 2010-11 – 19 schools
- Sanction Level 7 – Restructuring
  - 2010-11 – 12 school

In previous years Sanction Levels 3 and higher were aggregated.
- Sanction Level 3-7 – Corrective Action, Planning for Restructuring, and Implementing Restructuring
  - 2009-10: 212 schools
- Sanction Level 3-6 – Corrective Action, Planning for Restructuring, and Implementing Restructuring
  - 2008-09: 192 schools
- Sanction Level 3-5 – Corrective Action, Planning for Restructuring, and Implementing Restructuring
  - 2007-08: 111 schools

7. **Low-Performing Schools**
   Schools identified as low-performing due to a Performance Composite below 50% and not meeting growth: Low-performing schools were supported within the Turnaround model in 2007-08 (based on data from 2006-07 school year). In 2008-09, low-performing schools (based on data from the 2007-08 school year) received differentiated services based on supports already being provided and the capacity of the LEA to assist its own low-performing schools
   2009-10: 16 schools (one is now closed)
   2008-09: 75 schools (2 charter schools)
   2007-08: 100 schools (4 charter schools)
   2006-07: 43 schools (4 charter schools)

Overview of the North Carolina School Turnaround Initiative
2006-2010

The data from the Turnaround initiative continues to yield significant and dramatic results. Of the 66 high schools, 75% (50) have exceeded a Performance Composite of 60%. Of the 37 middle schools, 8 schools exceeded 60%

Turnaround High School Data 2006-10							
Percent Proficient	*0-29*	*30-39*	*40-49*	*50-59*	*60-69*	*70-79*	*80+*
2009-10 (Number of schools)	*0*	*1*	*3*	*12*	*14*	*25*	*11*
2008-09 (Number of schools)	*2*	*5*	*10*	*19*	*21*	*9*	*0*
2007-08 (Number of schools)	*0*	*9*	*17*	*27*	*12*	*1*	*0*
2006-07 (Number of schools)	*2*	*9*	*35*	*18*	*2*	*0*	*0*

High School Turnaround Data (2009-10)
- ♦ 94% (62 schools) of Turnaround high schools increased proficiency.
- ♦ 67% (44 schools) of Turnaround high schools increased their Performance Composite scores between 10 and 30 percentage points.
- ♦ 75% (50 schools) of Turnaround high schools increased Performance Composite scores above 60%.
- ♦ Compared to the 344 conventional high schools with an average Performance Composite gain of 8.6 percentage points from 2008-09 to 2009-10, the NC Turnaround high schools had an average gain of 12.3 percentage points.

High School Turnaround Data 2006-10

LEA Name	School Number	School Name	1Yr Change 2008-09 to 2009-10	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite	2005-06 Performance Composite
Charlotte-Mecklenburg	600496	Phillip O Berry Academy of Tec	12.8	89.1	76.3	58.6	57.4	51.0
Jones	520320	Jones Senior High	15.2	88.1	72.9	64.0	57.8	50.1
Guilford	410326	Middle College at Bennett	30.2	86.5	56.3	53.3	40.7	18.7
Charlotte-Mecklenburg	600405	Harding University High	17.6	86.3	68.7	68.7	62.2	55.4
Gaston	360470	North Gaston High	10.4	85.9	75.5	66.3	55.8	59.6
Brunswick	100326	North Brunswick High	12.0	85.8	73.8	66.9	49.3	58.4
Cumberland	260357	Gray's Creek High School	11.0	82.2	71.2	63.2	56.6	58.2
Hoke	470312	Hoke County High	18.7	80.7	62	56.5	46.4	43.6
Franklin County	350321	Franklinton High	12.3	80.6	68.3	66.4	61.4	61.4
Franklin	350308	Bunn High	8.9	80.3	71.4	64.9	57.6	59.4
Richmond	770348	Richmond Senior High	8.4	80.1	71.7	63.9	50.1	53.6
Cumberland	260359	E E Smith High	18.7	79.9	61.2	50.0	49.4	52.9
Columbus	240380	West Columbus High	15.3	79.7	64.4	64.6	50.0	54.4
Wilson	980318	Beddingfield High	11.8	79.6	67.8	57.9	50.1	53.1
Cumberland	260408	Pine Forest High	18.7	79.0	60.3	52.1	51.0	57.7
Hertford	460320	Hertford County High	25.7	78.8	53.1	45.7	35.4	41.3
Vance	910370	Northern Vance High	16.9	78.8	61.9	56.5	47.1	55.7
Perquimans	720316	Perquimans County High	7.2	77.8	70.6	71.9	57.8	58.4
Harnett	430371	Overhills High School	9.6	77.1	67.5	60.9	56.3	56.8
Columbus	240334	East Columbus High	14.4	76.1	61.7	57.3	43.0	53.3
Duplin	310352	James Kenan High	20.4	75.2	54.8	46.6	38.5	48.6
Alamance-Burlington	010360	Hugh M Cummings High	16.5	73.9	57.4	54.9	43.4	51.6
Guilford	410407	The Academy at Central	18.1	73.9	55.8	32.7		
Vance	910364	Southern Vance High	15.7	73.7	58	51.3	43.2	50.0
Martin	580344	Roanoke High	12.0	73.7	61.7	57.3	48.3	54.7
Franklin	350336	Louisburg High	9.5	73.6	64.1	62.9	52.6	59.2
Rockingham	790366	Reidsville High	3.7	72.8	69.1	55.9	47.2	46.4
Lexington City	291336	Lexington Senior High	12.3	72.6	60.3	53.3	40.2	53.1
Guilford	410483	Middle College at NC A&T SU	11.6	72.3	60.7	41.5	34.5	17.6
Charlotte-Mecklenburg	600579	West Mecklenburg High	0.9	72.2	71.3	58.3	52.2	48.0
Charlotte-Mecklenburg	600576	West Charlotte High	3.9	72.2	68.3	61.0	46.1	40.4
Caswell	170316	Bartlett Yancey High	16.0	71.6	55.6	54.9	48.4	55.3
Charlotte-Mecklenburg	600376	E E Waddell High	12.1	71.0	58.9	57.3	48.2	49.3
Pasquotank	700319	Pasquotank County High	8.4	70.5	62.1	59.3	50.0	59.4
Robeson	780391	Red Springs High	9.6	70.2	60.6	49.4	42.4	47.0
Northampton	660336	Northampton High East	14.8	70.0	55.2	50.0	44.2	57.4
Lenoir	540315	Kinston High	18.0	69.3	51.3	43.9	44.4	60.4
Forsyth	340486	Parkland High	14.0	68.4	54.4	50.8	42.6	52.9

LEA Name	School Number	School Name	1Yr Change 2008-09 to 2009-10	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite	2005-06 Performance Composite
Bladen	090368	West Bladen High	**11.3**	67.2	55.9	55.0	48.5	56.1
Bertie	080312	Bertie High	**25.2**	66.9	41.7	46.0	41.8	42.7
Cumberland	260322	Douglas Byrd High	**11.7**	66.8	55.1	47.9	40.4	52.9
Gaston	360428	Hunter Huss High	**9.6**	66.0	56.4	46.1	46.0	57.5
Cumberland	260455	Westover High	**23.4**	66.0	42.6	45.2	42.3	44.6
Guilford	410484	Northeast Guilford High	**15.6**	65.7	50.1	45.0	43.5	64.3
Robeson	780420	Purnell Swett High	**3.7**	65.5	61.8	58.6	50.0	59.0
Bladen	090330	East Bladen High	**-1.4**	63.8	65.2	54.9	41.2	53.4
Gaston	360336	Bessemer City High	**7.0**	63.4	56.4	50.5	46.9	58.3
Robeson	780402	South Robeson High	**-0.3**	61.5	61.8	59.6	48.1	51.3
Northampton	660700	Northampton-West High School STEM	**18.8**	61.5	42.7	68.5		
Wayne	960335	Goldsboro High	**8.9**	61.3	52.4	52.6	42.9	52.8
Durham	320356	Northern High	**10.6**	59.6	49	46.2	47.5	57.6
Washington	940316	Plymouth High	**9.3**	59.3	50	45.9	42.2	49.0
Warren	930352	Warren County High	**18.5**	59.3	40.8	36.9	41.9	52.5
Alamance-Burlington	010303	Alamance-Burlington Middle Col	**23.3**	58.1	34.8	37.4	23.8	50.0
Weldon City	422700	Weldon High School STEM	**11.2**	57.7	46.5	82.1		
Guilford	410544	Ben L Smith High	**15.6**	57.7	42.1	39.7	35.5	47.5
Guilford	410355	Dudley High	**12.7**	57.5	44.8	51.3	44.5	51.7
Durham	320325	Hillside High	**10.4**	55.4	45	40.2	40.9	43.5
Forsyth County	340330	Carver High	**12.2**	53.2	41	34.7	36.7	39.5
Rowan-Salisbury	800376	North Rowan High	**-0.7**	53.0	53.7	57.4	51.6	57.9
Guilford	410319	T Wingate Andrews High	**4.3**	52.1	47.8	44.3	47.4	42.1
Washington	940328	Washington County Union	**-1.5**	51.6	53.1	42.9	56.3	51.4
Anson	040306	Anson High School	**9.7**	46.3	36.6	38.8	39.5	46.5
Durham	320368	Southern High	**10.5**	43.0	32.5	32.3	39.9	44.8
Halifax	420346	Northwest High	**5.9**	42.0	36.1	34.3	30.9	35.2
Halifax	420358	Southeast Halifax High	**10.1**	38.5	28.4	35.9	38.3	34.9

Turnaround Middle School Data 2007-10

Middle Schools (2009-10)
- ♦ **81% (30 schools) of Turnaround middle schools increased proficiency.**
- ♦ **11% (4 schools) of Turnaround middle schools increased their Performance Composite scores between 10 and 17 percentage points.**
- ♦ **22% (8) of Turnaround middle schools increased Performance Composite scores above 60%.**

Middle School Turnaround Data 2006-10

LEA Name	School Number	School Name	1Yr Change 2008-09 to 2009-10	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite	2005-06 Performance Composite
Charlotte-Mecklenburg	600509	Quail Hollow Middle	**6.516**	68.4	61.9	51.9	62.7	64.7
Charlotte-Mecklenburg	600481	Northridge Middle	**-2.025**	65.6	67.6	53.9	59.8	53.4
Bertie	080314	Bertie Middle	**7.127**	65.1	58	47.2		
Lexington City	291332	Lexington Middle	**8.746**	64.9	56.2	47.7	60.6	53.2
Forsyth	340452	Mineral Springs Middle	**4.642**	61.4	56.8	43.2	52.6	50.0
Charlotte-Mecklenburg	600585	Wilson Middle	**10.766**	60.9	50.1	36.1	44.8	42.5
Rockingham	790374	Reidsville Middle	**1.607**	60.4	58.8	47.5	59.1	57.1
Charlotte-Mecklenburg	600520	Sedgefield Middle	**0.442**	60.0	59.6	42.6	51.6	47.0
Guilford	410367	Ferndale Middle	**-2.01**	60.0	62	46.0	56.2	46.5
Charlotte-Mecklenburg	600341	Cochrane Middle	**10.472**	60.0	49.5	37.3	50.0	50.0
Cumberland	260428	Spring Lake Middle	**2.084**	59.4	57.3	45.9	55.7	50.0
Charlotte-Mecklenburg	600381	Eastway Middle	**5.991**	59.1	53.1	39.9	52.0	51.3
Charlotte-Mecklenburg	600514	Ranson Middle	**6.816**	59.0	52.1	38.6	51.3	50.1
Columbus	240330	Chadbourn Middle	**11.652**	58.9	47.2	41.3	57.2	50.0
Guilford	410415	Jackson Middle	**6.696**	57.6	50.9	41.1	50.0	50.0
Charlotte-Mecklenburg	600428	James Martin Middle	**1.085**	56.5	55.4	42.5	53.7	51.2
Duplin	310396	Warsaw Middle	**8.871**	56.4	47.5	48.6	52.1	50.0
Alamance-Burlington	010310	Broadview Middle	**1.873**	55.9	54	45.5	58.6	56.5
Guilford	410402	Otis L Hairston Sr Middle	**9.837**	54.9	45.1	37.7	56.5	58.1
Hertford	460318	Hertford County Middle	**0.829**	53.0	52.2	42.4	53.6	50.0
Wayne	960326	Dillard Middle	**-8.44**	52.9	61.3	43.3	48.8	44.6
Weldon City	422318	Weldon Middle	**1.987**	52.0	50	42.3	54.3	49.2
Washington	940328	Washington County Union	**-1.461**	51.6	53.1	42.9	56.3	51.4
Charlotte-Mecklenburg	600448	Martin Luther King Jr Middle	**0.499**	50.4	49.9	38.4	51.8	46.0
Anson	040309	Anson Middle	**3.3**	50.0	46.7	47.6	57.8	52.9
Durham	320355	Neal Middle	**4.51**	48.6	44.1	30.9	44.8	42.6
Durham	320346	Lowe's Grove Middle	**4.967**	47.7	42.7	35.5	58.9	54.5

LEA Name	School Number	School Name	1Yr Change 2008-09 to 2009-10	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite	2005-06 Performance Composite
Forsyth	340492	Philo Middle	**9.464**	47.3	37.8	30.0	50.0	41.7
Forsyth	340396	Hill Middle	**-2.992**	45.8	48.8	37.7	45.2	46.2
Robeson	780393	Red Springs Middle	**5.703**	44.0	38.3	34.1	50.0	41.9
Durham	320314	Chewning Middle	**3.136**	43.7	40.6	34.0	50.5	46.3
Charlotte-Mecklenburg	600541	Bishop Spaugh Community Middle	**13.435**	43.7	30.3	22.6	39.4	40.6
Charlotte-Mecklenburg	600581	John T Williams Middle	**3.662**	43.7	40	35.8	46.5	50.1
Halifax	420324	Enfield Middle	**6.569**	41.8	35.2	32.5	52.7	44.1
Halifax	420376	William R Davie Middle	**0.962**	38.5	37.5	36.5	55.5	50.6

History

Within the Division of District and School Transformation, the Turnaround Initiative is focused on raising student achievement in the lowest 5% of middle and high schools. The mission of the Turnaround Initiative is to increase student proficiency, reduce student dropouts, and promote the redesign of high school to focus on providing schools in which all students will graduate prepared for democratic citizenship, college, and/or the 21st century workforce.

In March of 2005, Judge Howard Manning, overseeing the Leandro Case, requested that the state take action in a group of high schools with consistently low performance composites. High School Turnaround began when Governor Mike Easley asked NCDPI to assist schools in which student proficiency was below 60% as measured by the Performance Composite of the state assessments. In 2006-07, 35 high schools were identified and began Turnaround. In the 2007-08 school year, the Turnaround effort expanded to also include middle and elementary schools. In total, an additional 31 high schools, 37 middle schools, and 20 elementary schools became part of the Turnaround Initiative during 2007-08. In 2007, the Turnaround model replaced the former 5-person/1 school assistance team model for Low-Performing schools. From 1997 to 2006, 106 schools were provided 5-person assistance teams. In 2007-08, 123 schools were served within one year in the current Turnaround design. In 2008-09, elementary schools were not served so 103 total schools were served by Turnaround. In 2009-10, due to the significant number of high schools moving into Self-Directed Turnaround, a total of 29 high schools and 25 middle schools were served by Turnaround. A significant difference between the two models is that an assistance team supported a school for a time period of one year; in contrast, schools currently in Turnaround receive support over a 3-year time period. Another difference is that more professional development is provided directly to teachers, principals, and central office staff. One of the lessons learned is the value of including central office staff in the planning process for schools.

5 Step Turnaround Design

1. Professional development for leadership teams of schools and central office staff;
2. Leadership Coaching for principals;
3. Instructional Coaching for teachers;

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

4. Guidance in planning and implementing the Framework for Action (FFA) plan of school improvement; and
5. Requirement to choose or create a model of school reform or redesign (High School Only).

Lessons Learned from Four Years of High School Turnaround:

- Moving from proficiency rates in the 20s and 30s to proficiency rates above 60 takes more than one year;
- Support needs to be customized for urban and rural areas;
- The lower the proficiency rate, the longer the climb to success;
- District and school leadership matters greatly for improvement;
- Instructional and leadership practices must change; and
- Community involvement is critical.

High Schools with Performance Composite Scores Above 80% (2009-10)

LEA Name	School Number	School Name	2009-10 Performance Composite
Charlotte-Mecklenburg	600496	Phillip O Berry Academy of Tec	89.1
Jones	520320	Jones Senior High	88.1
Guilford	410326	Middle College at Bennett	86.5
Charlotte-Mecklenburg	600405	Harding University High	86.3
Gaston	360470	North Gaston High	85.9
Brunswick	100326	North Brunswick High	85.8
Cumberland	260357	Gray's Creek High School	82.2
Hoke	470312	Hoke County High	80.7
Franklin County	350321	Franklinton High	80.6
Franklin	350308	Bunn High	80.3
Richmond	770348	Richmond Senior High	80.1

High Schools with Performance Composite Scores Above 70% (2009-10)

LEA Name	School Number	School Name	2009-10 Performance Composite
Cumberland	260359	E E Smith High	79.9
Columbus	240380	West Columbus High	79.7
Wilson	980318	Beddingfield High	79.6
Cumberland	260408	Pine Forest High	79.0
Hertford	460320	Hertford County High	78.8
Vance	910370	Northern Vance High	78.8
Perquimans	720316	Perquimans County High	77.8
Harnett	430371	Overhills High School	77.1
Columbus	240334	East Columbus High	76.1
Duplin	310352	James Kenan High	75.2
Alamance-Burlington	010360	Hugh M Cummings High	73.9
Guilford	410407	The Academy at Central	73.9

LEA Name	School Number	School Name	2009-10 Performance Composite
Vance	910364	Southern Vance High	73.7
Martin	580344	Roanoke High	73.7
Franklin	350336	Louisburg High	73.6
Rockingham	790366	Reidsville High	72.8
Lexington City	291336	Lexington Senior High	72.6
Guilford	410483	Middle College at NC A&T SU	72.3
Charlotte-Mecklenburg	600579	West Mecklenburg High	72.2
Charlotte-Mecklenburg	600576	West Charlotte High	72.2
Caswell	170316	Bartlett Yancey High	71.6
Charlotte-Mecklenburg	600376	E E Waddell High	71.0
Pasquotank	700319	Pasquotank County High	70.5
Robeson	780391	Red Springs High	70.2
Northampton	660336	Northampton High East	70.0

High Schools with Performance Composite Scores Above 60% (2009-10)

LEA Name	School Number	School Name	2009-10 Performance Composite
Lenoir	540315	Kinston High	69.3
Forsyth	340486	Parkland High	68.4
Bladen	090368	West Bladen High	67.2
Bertie	080312	Bertie High	66.9
Cumberland	260322	Douglas Byrd High	66.8
Gaston	360428	Hunter Huss High	66.0
Cumberland	260455	Westover High	66.0
Guilford	410484	Northeast Guilford High	65.7
Robeson	780420	Purnell Swett High	65.5
Bladen	090330	East Bladen High	63.8
Gaston	360336	Bessemer City High	63.4
Robeson	780402	South Robeson High	61.5
Northampton	660700	Northampton-West High School STEM	61.5
Wayne	960335	Goldsboro High	61.3

Middle Schools with Performance Composites Above 60% (2009-10)

LEA Name	School Number	School Name	2009-10 Performance Composite
Charlotte-Mecklenburg	600509	Quail Hollow Middle	68.4
Charlotte-Mecklenburg	600481	Northridge Middle	65.6
Bertie	080314	Bertie Middle	65.1
Lexington City	291332	Lexington Middle	64.9
Forsyth	340452	Mineral Springs Middle	61.4
Charlotte-Mecklenburg	600585	Wilson Middle	60.9
Rockingham	790374	Reidsville Middle	60.4
Charlotte-Mecklenburg	600520	Sedgefield Middle	60.0

Professional Development for School Leadership Teams and Central Office (2006-2009)

Turnaround High Schools

2009-10
NCDPI School Transformation Coaches provided school leadership professional development at school and district sites. The professional development was aligned with the areas of the Framework for Action (FFA) plan for school improvement. This on-site professional development provided schools the opportunity to merge educational theory with practice and to work with their individual school data during the professional development sessions.

2008-09
After having the opportunity to work with the UNC Center for School Leadership and Mid-Continent Research for Education and Learning (McREL), high school principals requested that professional development experiences be focused more on their individual school needs. In response to these requests, NCDPI portfolio managers and professional development coordinators provided school leadership professional development at school and district sites. The professional development was aligned with the areas of the FFA plan for school improvement. This on-site professional development provided schools the opportunity to merge educational theory with practice and to work with their individual school data during the professional development sessions.

2007-08
For the 35 high schools in their second year of Turnaround (Cohorts 1 and 2), NCDPI partnered with McREL to provide the Balanced Leadership module. This professional development included eight (8) days of training for leadership teams which consisted of a principal and two (2) school representatives. The Balanced Leadership module focuses on four (4) types of

knowledge: *experiential* knowledge which is knowing why something is important; *declarative* knowledge which is knowing what to do; *procedural* knowledge which is knowing how to do it; and *contextual* knowledge which is knowing when to do it. The understanding of these different types of knowledge and learning when to apply them have helped principals to be more confident leaders.

2006-07

The 31 high schools in their first year of Turnaround received professional development through the UNC Center for School Leadership Development (CSLD) in partnership with the UNC Kenan Flagler School of Business. This professional development included 10 days of training for leadership teams which consisted of a principal, teacher leader, and central office representative. This training was focused around the Framework for Action.

Turnaround Middle Schools

2009-10

NCDPI School Transformation Coaches provided school leadership professional development at school and district sites. The professional development was aligned with the areas for the Framework for Action (FFA) plan for school improvement. This on-site professional development provided schools the opportunity to merge educational theory with practice and to work with their individual school data during the professional development sessions.

2008-09

While middle schools also desired to focus on individual schools needs, they also expressed a desire to have the opportunity to interact with and learn from other schools. The middle school professional development was organized in a regional model so that schools had the opportunity to interact with other school leaders located in their geographical region. The professional development was aligned with the areas of the FFA plan for school improvement.

2007-08

The 37 middle schools in their first year of Turnaround received professional development through the UNC Center for School Leadership Development (CSLD) in partnership with the North Carolina Middle Schools Association using the Schools to Watch model from the National Forum for the Acceleration of Middle Grades. This professional development included 11 days of training for leadership teams which consisted of a principal, teacher leader, and central office representative. This training was focused around the Framework for Action and the eight components of the Academic Excellence section of the Schools to Watch criteria.

1. All students are expected to meet high academic standards. Teachers supply students with exemplars of high quality work that meets the performance standard. Students revise their work based on feedback until they meet or exceed the performance standard.

2. Curriculum, instruction, and assessment are aligned with high standards. The curriculum is rigorous and non-repetitive; it moves forward substantially as students progress through the middle grades.

3. The curriculum emphasizes deep understanding of important concepts, development of essential skills, and the ability to apply what one has learned to real-world problems.

4. Instructional strategies include a variety of challenging and engaging activities that are clearly related to the concepts and skills being taught.

5. Teachers use a variety of methods to assess student performance and maintain a collection of student work. Students learn how to assess their own and others' work against the performance standard.

6. The school provides students time to meet rigorous academic standards.

7. Students have the supports they need to meet rigorous academic standards.

8. The adults in the school have opportunities to plan, select, and engage in professional development aligned with nationally recognized standards. They have regular opportunities to work with their colleagues to deepen their knowledge and improve their practice. They collaborate in making decisions about rigorous curriculum and effective instructional methods. They discuss student work as a means of enhancing their own practice.

Turnaround Elementary Schools

2008-10
All elementary school services were provided through Transformation Districts during 2008-09. In 2010, elementary schools receiving services extended beyond these districts to twenty individual Transformation Schools identified from the lowest performing elementary schools across the state.

2007-08
Twenty elementary schools were identified for turnaround and received professional development services through the UNC Center for School Leadership Development (CSLD). This professional development included 12 days of training for leadership teams which consisted of a principal, teacher leader, and central office representative. This training was focused around the Framework for Action.

Leadership Coaching for Principals Provided by School Transformation Coaches and Leadership Facilitators

NCDPI School Transformation Coaches have the specific responsibility of building the capacity of turnaround schools to implement and sustain reform and innovation to ensure that all students graduate prepared for college and work. Implicit in this is an effort to develop principals as instructional leaders consistent with the North Carolina Standards for School Executives. School Transformation Coaches have monthly contact with and provide on-site support for principals, teacher leaders, and school planning teams.

The role of the School Transformation Coach is to:

♦ Conduct professional development sessions for school and central office leadership teams;

♦ Guide school leadership in developing a 3-year school improvement plan focused on advancing student outcomes;

♦ Support the utilization of a professional learning community to embed and systematize a process for sustained improvement over time;

♦ Support the principal and school leaders in fostering a culture of high expectations and creating a healthy working environment;

♦ Help the school to devise a plan for supporting professional development toward the goal of improving instructional outcomes;

♦ Assist the school in locating and securing qualified sources to implement the professional development plan;

♦ Coordinate the implementation of formative assessment;

♦ Assist the school in developing greater fluency in using data to drive instructional decisions;

♦ Guide the leadership in researching and implementing best practices of successful schools with similar size and student make-up;

♦ Help to locate appropriate resources to prioritize and map the alignment of curriculum and delivery of instruction both within each department and for the school as a whole; and

♦ Assist in other similar manners directly related to greater student success.

The Leadership Group for the Carolinas (LGC) has been contracted to provide leadership facilitators for the middle and high schools involved in the Turnaround initiative. On average, schools receive leadership coaching once per week. To implement the plan presented in the grant proposal, it was vital to place highly skilled leadership facilitators in each of these high schools. These leadership facilitators have all had successful experience as a school administrator (high school principal or assistant superintendent or superintendent). LGC has also worked with the North Carolina New Schools Project (NCNSP) and has been engaged in coaching school reform for a number of years. They possess the skills necessary to assist in schools that are currently functioning at very low levels to begin the process of school redesign successfully. To keep the work of the leadership facilitators cohesive with the efforts of NCDPI Turnaround staff, leadership facilitators also participate in professional development with the school and central office leadership team.

Instructional Coaching for Teachers

In an effort to ensure that all schools are on track to provide a 21st century education to all students, rigorous standards for quality were in place to be intentional and highly selective in choosing the right staff to build a strong and effective Turnaround unit. Critical to the effective and successful Turnaround effort is building a strong, state-level instructional team. For 2009-10 there were twelve high school instructional facilitators and 9 middle school instructional facilitators assigned to support Turnaround schools. In this same year there were four elementary Instructional Facilitators providing support to all elementary schools within the Transformation Districts, and in the Spring of 2010, four additional elementary Instructional Facilitators were established to serve the state's twenty lowest performing elementary schools.

Instructional Facilitators provide on-site support for classroom teachers, principals, and school planning teams. Implicit in this is an effort to develop teachers as leaders who take responsibility for the progress of all students consistent with the North Carolina Professional Teaching Standards. Specific duties of the Instructional Facilitator include:

♦ Conducting workshops during pre-service time before the school year begins for beginning teachers on lesson planning, unit planning, instructional strategies, formative and summative assessment, and other relevant topics;

♦ Analyzing teachers' needs and helping to identify possible research-validated interventions that might help teachers to address those needs;

♦ Observing classes monthly to observe the overall process of the class as well as providing written and oral feedback to teachers;

♦ Supporting the utilization of a professional learning community to embed and systematize a process for sustained improvement over time;

♦ Supporting the principal and school leaders in fostering a culture of high expectations and creating a healthy working environment;

♦ Helping the school to devise a plan for supporting professional development toward the goal of improving instructional outcomes;

♦ Assisting the school in developing greater fluency in using data to drive instructional decisions; and

♦ Helping to locate appropriate resources to prioritize and map the alignment of curriculum and delivery of instruction both within each department and for the school as a whole.

Guidance in Planning and Implementing a Framework for Action (FFA) Plan of School Improvement

Turnaround high schools have been served under the current Turnaround model since 2006-07. All schools are required to have a Framework for Action (FFA) Plan of School Improvement. The purpose of the FFA is to help schools achieve immediate results in increasing student achievement. All middle and high schools developed and implemented a FFA to guide their school improvement process. Each FFA plan included information for:

1. Ninth grade transition/ninth grade academy;
2. Formative assessment;
3. Assistance to struggling students;
4. Identifying and addressing literacy issues and needs;
5. Identifying professional development needs based on student achievement data;
6. Reviewing all school processes and procedures to ensure that they are structured to help all students achieve proficiency;
7. Involving the total school community in addressing the needs of the school;
8. Establishing a professional learning community; and
9. Determining whether the school will redesign or reform.

Turnaround middle schools have been served under the current Turnaround model since 2007-08. All schools are required to have a Framework for Action (FFA) Plan of School Improvement. All Turnaround middle schools developed and implemented a FFA to guide their school improvement process. Each FFA plan included information for:

1. Establishing high academic standards;
2. Improving curriculum and instructional alignment;
3. Helping students to develop a deep understanding of concepts and skills;
4. Using varied instructional strategies;
5. Varying assessment and monitoring;
6. Creating purposeful schedules;
7. Providing student support; and
8. Establishing a professional learning community.

Turnaround elementary schools were served under the current Turnaround model only during 2007-08. All elementary schools developed and implemented a FFA to guide their school improvement process. Each FFA plan included information for: establishing a culture of high expectations for students and staff; ensuring that instruction was aligned with the North Carolina Standard Course of Study; raising student achievement to an acceptable level for all AYP subgroups; increasing student and staff attendance rates; increasing student promotion rates; establishing procedures to facilitate effective student transition from grade level to grade level; and implementing student support services that will meet the academic, social, emotional, and health needs of students. The elementary schools currently being served are located in Transformation Districts, or alternately as individual Transformation Schools.

Reform/Redesign Model (High School Only)

One of the requirements of schools identified as having Performance Composite scores below 60% for two consecutive years is to choose a school restructuring design. By January 2007, the first 35 high schools had chosen restructuring options. After selecting their plans in January 2007, schools went through a four- month period in which they developed a plan for implementation. Also during this planning period multiple sessions were held to support principals in developing a strong plan for substantive improvement. The second 30 schools had selected a restructuring option and begun initial implementation by May 2008. One small school began late in the planning process and selected a restructuring option in 2009.

Transformation Districts and Schools

The District and School Transformation initiative is yielding positive results. The percentage of students performing at or above grade level for the five districts: Bertie, Columbus, Hertford, Lexington, and Richmond, increased for 85% of the schools (50 of 59 schools). Bertie County Schools and Hertford County Schools had 100% of their schools improve in their percentage of students at or above grade level.

2009-10 Transformation Districts and Schools Data

Bertie 2009-10

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Bertie County Schools	080311	Bertie Early College High	87.6	66.7		
Bertie County Schools	080312	Bertie High	66.9	41.7	46	41.8
Bertie County Schools	080314	Bertie Middle	65.4	58	47.2	
Bertie County Schools	080348	Aulander Elementary	60.9	59	50.5	56.9
Bertie County Schools	080350	Bertie Academy	10.8	7.2	22.5	28.6
Bertie County Schools	080356	West Bertie Elementary	62.6	51.9	44	44.1
Bertie County Schools	080360	Colerain Elementary	65.6	53.4	48.1	60.2
Bertie County Schools	080362	Windsor Elementary	60.3	54.7	36.8	56.5
Bertie County Schools	080700	Bertie STEM High	88.7	73.9	73	

Columbus 2009-10

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Columbus County Schools	240304	Acme Delco Middle	64.3	59.5	52.6	60
Columbus County Schools	240308	Acme Delco Elementary	76.1	64.4	49	60.4
Columbus County Schools	240318	Boys and Girls Home	31.9	25.5	32.3	47.5
Columbus County Schools	240328	Cerro Gordo Elementary	71.4	71.2	54.4	65.3
Columbus County Schools	240330	Chadbourn Middle	58.9	47.2	41.3	57.2
Columbus County Schools	240332	Chadbourn Elementary	52.9	50.3	33.2	44.8
Columbus County Schools	240334	East Columbus High	76.1	61.7	57.3	43
Columbus County Schools	240344	Evergreen Elementary	72	62	58.8	77.3
Columbus County Schools	240352	Guideway Elementary	59.6	50	49.3	53.3
Columbus County Schools	240354	Hallsboro-Artesia Elementary	60.1	65.8	56.6	66.7

Columbus 2009-10 Cont.

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Columbus County Schools	240356	Hallsboro Middle	71	60.8	53	61.1
Columbus County Schools	240368	Nakina Middle	71.5	72.6		
Columbus County Schools	240370	Old Dock Elementary	80.7	66.4	61.4	70.7
Columbus County Schools	240371	South Columbus High	85.1	65.4	67.7	60.3
Columbus County Schools	240372	Tabor City Elementary	71.4	57.4	53.6	60.8
Columbus County Schools	240373	Southeastern Early College	87	68.3	71.2	67.9
Columbus County Schools	240376	Tabor City Middle	70.8	64.6	55.1	59.8
Columbus County Schools	240380	West Columbus High	79.7	64.4	64.6	50
Columbus County Schools	240388	Williams Township	80.3	73.2	63.2	71.8

Lexington City 2009-10

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Lexington City Schools	291308	Charles England Elementary School	68.9	66.2	50.3	63.3
Lexington City Schools	291332	Lexington Middle School	65.1	56.2	47.7	60.6
Lexington City Schools	291336	Lexington Senior High	72.6	60.3	53.3	40.2
Lexington City Schools	291340	Pickett Elementary School	79.1	82.2	64.3	77
Lexington City Schools	291348	South Lexington School	67.3	64.7	56.9	74.1
Lexington City Schools	291350	South Lexington Development Center	100	94.7	78.6	82.5
Lexington City Schools	291352	Southwest Elementary School	68.5	71.4	63.1	84.1

Hertford 2009-10

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Hertford County Schools	460308	Ahoskie Elementary	62.2	53.4	41	60.6
Hertford County Schools	460312	Bearfield Primary	57.8	55.7	44.3	60.4
Hertford County Schools	460318	Hertford County Middle	53	52.2	42.4	53.6
Hertford County Schools	460320	Hertford County High	78.8	53.1	45.7	35.4

41

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

Hertford 2009-10 Cont.

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Hertford County Schools	460322	Hertford Co Early College	67	57.3		
Hertford County Schools	460332	Riverview Elementary	52.1	50	41.3	54.3
Hertford County Schools	460340	Student Development Center	56.1	17		

Richmond 2009-10

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite	2006-07 Performance Composite
Richmond County Schools	770310	East Rockingham Elementary School				
Richmond County Schools	770312	Cordova School	51.4	60.7	47.9	60
Richmond County Schools	770316	Ellerbe Middle	62.5	54.1	50	66.4
Richmond County Schools	770318	Fairview Heights Elementary	77.5	68.2	70.5	75.2
Richmond County Schools	770328	Hamlet Middle	63.7	59.6	51.3	59
Richmond County Schools	770340	L J Bell Elementary	77.6	72.1	70.6	84.7
Richmond County Schools	770342	Leak Street High	21.8	13.4	14.1	28.2
Richmond County Schools	770344	Mineral Springs Elementary	50.6	51.3	41	50
Richmond County Schools	770346	Monroe Avenue Elementary	54.6	54.8	49.1	63.2
Richmond County Schools	770348	Richmond Senior High	80.1	71.7	63.9	50.1
Richmond County Schools	770349	Richmond Early College High	94.3	75.3	78.9	
Richmond County Schools	770351	Richmond County 9th Gr Academy	80.2	58.8		
Richmond County Schools	770352	Richmond Co Transitional	26	24.7		
Richmond County Schools	770360	Rockingham Middle	66.8	65.1	57.3	65.4
Richmond County Schools	770364	Rohanen Middle	57.1	53.6	51.3	66.4
Richmond County Schools	770368	West Rockingham Elementary	56.6	57.9	54.6	64.1
Richmond County Schools	770370	Washington Street	64.9	56	55.7	66.6

Transformation Districts and Schools

History:

In 2007-08, District and School Transformation Division served two pilot districts – Columbus County and Lexington City. In 2008-09, District and School Transformation Division continued to serve the Columbus County and Lexington City pilots and expanded service to include the Halifax, Bertie, Richmond, and Hertford county school districts. Within these Transformation

Districts, all schools: elementary, middle and high, became eligible for services from the Division of District and School Transformation.

In Spring 2010, twenty of the state's lowest performing elementary schools were additionally identified for Transformation support outside the Transformation Districts named above, and in April, Instructional Facilitators were assigned to work in these schools. This expansion marked the beginning of identifying individual schools for Transformation services located outside of specific Transformation Districts.

Purpose:

District and School Transformation provides customized support to districts and schools whose performance indicates lack of capacity to build sustainable improvement for the students they serve. A primary focus is to develop leadership capacity of central office, principals, and teachers.

Process:

Identification

- ♦ Based on an integration of state (ABCs) and federal (ESEA/NCLB) accountability requirements
- ♦ Considers the current performance and internal capacity of the district or school to provide resources that generate change

Selection

- ♦ Districts are chosen from a matrix of district and school performance by the Strategic Roundtable that is made up of senior leadership and meets quarterly to monitor the progress of the support being provided.
- ♦ Superintendents and School Boards of selected districts sign a partnership agreement with the Department of Public Instruction to work together for three years to ensure sustainable improvement.

Resources Provided

- ♦ A District Transformation Coach is jointly selected by the Department of Public Instruction and the district.

    Requirements:

    - ♦ Successful experience as a superintendent, central office, or district administrator with strong interpersonal skills
    - ♦ Knowledge of state and federal accountability models
    - ♦ Understanding of the change process

    Responsibilities:

- ♦ Building collaborative partnerships with leadership
- ♦ Facilitating the planning processes for change
- ♦ Coordinating the resources of the Department of Public Instruction divisions to serve the district
- ♦ Encouraging and monitoring the use of research-based best practices

- ♦ Instructional Coaching is provided for school and classroom level support.

  Requirements:
  - ♦ Successful experience as classroom teacher leader
  - ♦ Knowledge of state and federal accountability models
  - ♦ Thorough understanding of the pertinent North Carolina Standard Course of Study
  - ♦ Expertise in best instructional practices, classroom management, effective professional development, and curricular alignment

  Responsibilities:
  - ♦ Providing on-site, job-embedded professional development
  - ♦ Leading change to advance student achievement
  - ♦ Modeling classroom instructional strategies
  - ♦ Communicating with school and district leadership, District Transformation Coaches, as well as Department of Public Instruction staff
  - ♦ Building capacity and developing structures that support sustainable improvement and change

- ♦ A Comprehensive Needs Assessment of each school and the central office in the district is conducted focusing on the impact of the instructional program on student learning.
  - ♦ Instructional Review Coaches and trained Department of Public Instruction staff conduct the needs assessments.
  - ♦ Principals and central office staff are provided professional development that explains:
    - ♦ the Comprehensive Needs Assessment process;
    - ♦ the rubric by which the school/central office is judged;
    - ♦ personnel's role in the assessment; and
    - ♦ the preparation of a Self-Evaluation of the school or central office that begins the review process.
  - ♦ The on-site visit consists of:

44

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

- collaborative discussions with school and district leadership;

- classroom visits; and

- focus groups of teachers, student, and parents.

- A draft report triangulates the evidence and is sent to school and district leadership for a check of factual accuracy.

- The final report is generated and provided to district, school, and Department of Public Instruction leaders.

♦ Based on the results of the Comprehensive Needs Assessment, the district may be provided with one or more School Transformation Coaches to work with principals and school personnel.

Requirements:

- Successful experience as a principal

- Knowledge of state and federal accountability models

- Capacity to realize potential and provide support to ensure success

- Understanding of change management processes

- Understanding of alignment of curriculum, instruction, and assessment

- Effective interpersonal skills

Responsibilities:

- Leading change that advances student achievement

- Facilitating planning processes, coaching, and service delivery

- Communicating clearly with the principal, District Transformation Coach, and Department of Public Instruction staff

- Facilitating a productive climate for the school to organize tasks and make effective decisions

- Modeling effective, research-based instructional practices

Development of Transforming Initiatives

♦ Based on an analysis of the Comprehensive Needs Assessments for the central office and every school in the district, the District Transformation Coach works with the superintendent and district administrators to select high-leverage initiatives to guide and focus the work.

♦ A rationale explaining how the selected transforming initiatives will improve student achievement by addressing areas of concern is developed to ensure consistent understanding and the applicability of the work.

♦ An Implementation Map is developed for the Transforming Initiatives with specific strategies, key activities, and measurable criteria for success.

♦ A Three-Year Benchmark Plan is established to ensure evaluation of progress against the plan and ensure capacity building so that as state resources are phased out, district personnel are well-equipped to assume full responsibility for sustaining the work.

♦ A parallel process for each principal to use the Comprehensive Needs Assessment report in developing school level initiatives in collaboration with the School Improvement Team (SIT) allows the integration of work in the school with the district Transforming Initiatives.

Consent Order: Halifax County Schools

The State, acting through the Department of Public Instruction (DPI) and the State Board of Education (SBE), managed through the Division of District and School Transformation, has developed a plan to improve educational opportunities provided to children in Halifax County public schools.

- The SBE and its employees and agents have access to Halifax County public school facilities, personnel, students and records, including access to all student, personnel, and financial records.

- The SBE and its employees and agents are provided full and adequate opportunity to appear and present evidence, reports, and recommendations to the Halifax County Board of Education regarding any issue related to conditions in Halifax County public schools or proposals for improving educational opportunities in Halifax County public schools.

- Full cooperation between Halifax County public schools with the SBE and its designees to improve educational opportunities for students enrolled in Halifax County public schools, consistent with the Halifax County Board of Education's statutory obligation to provide an adequate school system, provide all Halifax County public school students with the equal opportunity to obtain a sound basic education and to independently exercise its judicial functions.

- A report, as requested by the Chairman of the SBE or as directed by the Court, is generated outlining the actions the county has taken to improve educational opportunities for students enrolled in Halifax County public schools.

Halifax 2009-10

LEA Name	School Number	School Name	2009-10 Performance Composite	2008-09 Performance Composite	2007-08 Performance Composite
Halifax County Schools	420304	Aurelian Springs Elementary	50	44.3	40
Halifax County Schools	420316	Dawson Elementary	31.3	32.8	32.1
Halifax County Schools	420324	Enfield Middle	41.8	35.2	32.5
Halifax County Schools	420328	Everetts Elementary	50	40.6	39.6
Halifax County Schools	420336	Hollister Elementary	54	51.6	50
Halifax County Schools	420340	Inborden Elementary	25.8	31.8	33
Halifax County Schools	420346	Northwest High	42	36.1	34.3
Halifax County Schools	420348	Pittman Elementary	50	53.2	46.4
Halifax County Schools	420356	Scotland Neck Primary	50	52.3	
Halifax County Schools	420358	Southeast Halifax High	38.5	28.4	35.9
Halifax County Schools	420376	William R Davie Middle	38.5	37.5	36.5

Plan to Improve Educational Opportunities in Halifax County Public Schools

The State of North Carolina has created a plan to support the administration of the Halifax County Public Schools to improve educational opportunities. The plan includes elements to assure that:

1) **Every classroom is staffed with a competent, certified, well-trained teacher capable of providing instruction in the North Carolina Standard Course of Study by providing**
   - Three years of professional development for teachers beginning with two weeks of intensive training in August, 2009, for which teachers will be paid stipends
   - Three years of coaching for improved instruction provided by a team of 12 instructional coaches trained to facilitate instructional improvement
   - A revised system for monitoring and evaluation of teachers using new state teacher evaluation standards and instruments
   - Professional development for teacher assistants

2) **Every school is led by a well-trained competent principal by providing**
   - Three years of professional development for principals and assistant principals beginning with a three week intensive training in July and August 2009, for which any administrator not employed routinely during this summer period will be paid a stipend
   - Three years of coaching for improved instructional leadership and administration provided in part by School Transformation Coaches provided through NCDPI

- A revised system for monitoring and evaluation of principals
- A revised system to clarify expectations for principals in monitoring and evaluating instruction and teacher performance

3) **Every school has the resources necessary to support the effective instructional program within that school so that all children in the Halifax Public Schools have the equal opportunity to obtain a sound basic education by providing**
   - Three years of professional development for central office staff in supporting schools to improve student achievement beginning with three weeks of intensive training in July 2009
   - Three years of coaching provided in part by a District Transformation Coach, provided by NCDPI, for central office staff in supporting schools to improve student achievement
   - A revised system for monitoring and evaluating central office staff
   - A revised system to clarify expectations for central office in monitoring and evaluating teacher and administrative performance district-wide
   - Targeted use of available resources and funds to drive instructional focus outlined in this plan
   - New strategies for and focus on recruiting, developing and retaining high quality personnel including additional support for the personnel function, use of strategic bonuses, and development of a leadership institute to train a cadre of potential principals in the region in year two
   - Reorganization of instructional central office support personnel to improve central office ability to assure schools are staffed with competent, certified, well-trained teachers and competent, well trained principals and other administrators
   - Professional development and coaching for board on processes and procedures for effective board functioning, including Master Board Training conducted by North Carolina School Boards Association beginning in May 2009

Status Summary for Halifax County Schools
Consent Order District

During August of 2009, the Plan to Improve Educational Opportunities in Halifax County Schools began intensive implementation, with three weeks of professional development for principals and administrators, coupled with two weeks of professional development for all professional faculty and staff of the entire system. The foundational theme was "Instructional Excellence = Student Success." The entire Division of District and School Transformation plus over forty-five personnel from across the Agency were involved in designing and delivering the professional development.

By September of 2009, eleven teacher coaches were hired by the Halifax County district to work with their teachers in all the system's schools: elementary, middle and high. Likewise, NC DPI established a team of coaches based on the District Transformation model, but with more concentrated support. This team consisted of a District Transformation Coach, High School Transformation Coach, Middle School Transformation Coach, Elementary School Transformation Coach, and a Coach Coordinator to facilitate the Halifax Teacher Coaches.

Additionally, increased levels of support were established for Halifax County Schools including continual communication, coaching, and services by Division of District and School Transformation personnel throughout 2009-10. This concentrated assistance included coaching for the Halifax School Board, the convening and implementation of three Professional Development Design Teams (Elementary, Middle and High) consisting of DPI and Halifax School representatives, and on-going teacher support by Instructional Facilitators within District and School Transformation, with cooperation and support from curriculum consultants within the DPI Agency.

Other significant improvements implemented in 2009-10 include a revised system for monitoring and evaluating teachers and principals utilizing the new state teacher evaluation standards and instruments. A revised system for clarifying expectations for principals in their duties of monitoring, enforcing, and evaluating teacher performance and instruction has also been established. Processes and practices to accomplish the goals of "every school being led by a well trained and competent principal" and "every classroom staffed with a competent, well-trained, certified teacher" were put in place, and include not only training and coaching, but are also reflected in personnel changes that have occurred throughout the year.

The Plan to Improve Educational Opportunities in Halifax County Schools is on-going, and is adjusted as needs and results require. Periodic status reports are provided to the North Carolina State Board of Education by the Director of the Division of District and School Transformation.

Support to Corrective Action Districts 2009-2010

Districts entering Sanction Levels 3 or higher of District Improvement under the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) legislation were served through capacity-building professional development designed by the Division of District and School Transformation with input from the Division of Educator Recruitment and Retention to build central office and principal capacity to support schools in developing effective school improvement plans and a more seamless implementation of the North Carolina Teacher Evaluation Process (NCTEP).

Professional Development
"Leveraging Leadership" focused on:
- creating a climate for change;
- identifying key elements of effective leadership;
- developing a Professional Learning Community;
- leadership's role in improving teacher effectiveness;
- observing teaching and learning with implications for walkthroughs and observation of student learning;
- giving effective feedback to teachers;
- leveraging building-level leadership to improve teaching and learning; and
- developing tools to aid monitoring and support for teaching and learning.

Each participant was provided materials so that training could be replicated for others in the district.

Participants
Districts brought a team comprised of one central office administrator and five principals. Each team worked with the Department of Public Instruction facilitators to ensure application to the local context and to provide on-going support.

Extended Support
Follow-up to the Training is provided through technical assistance provided through District and School Transformation Regional Leads, School Transformation Coaches, Instructional Review Coaches, and consultants for Title I monitoring. The Division of Educator Recruitment and Retention also reinforces some elements of the training in its on-going support of the implementation of the North Carolina Teacher Evaluation Process (NCTEP).

Districts in Corrective Action Provided with Support 2009-2010			
LEA Name	**Sanction Level**	**LEA Name**	**Sanction Level**
Alamance-Burlington	5	Guilford	3
Anson	4	Halifax	4
Bladen	4	Hertford	4
Brunswick	3	Hoke	3

Districts in Corrective Action Provided with Support 2009-2010 Cont.			
LEA Name	**Sanction Level**	**LEA Name**	**Sanction Level**
Buncombe	4	Lee	3
Cabarrus	4	Charlotte-Mecklenburg	3
Chatham	4	Nash-Rocky Mount	5
Columbus	4	New Hanover	3
Craven	3	Onslow	4
Cumberland	3	Orange	3
Davidson	3	Randolph	3
Davie	3	Richmond	6
Duplin	4	Robeson	5
Durham	5	Rowan-Salisbury	5
Edgecombe	3	Sampson	3
Forsyth	5	Wayne	5
Gaston	5	Wilkes	3

Support to Corrective Action Districts 2008-09

Districts entering Sanction Levels 3 or higher of District Improvement under the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) legislation were served through capacity-building professional development designed by the Division of District and School Transformation to build central office capacity to support schools in developing effective school improvement plans.

Professional Development
"Self Evaluation for Better School Improvement Planning" focused on:
- using the North Carolina Comprehensive Needs Assessment School Rubric to evaluate effective school practices;
- using impact on student learning to measure effective programs;
- supporting and engaging school leadership in the improvement process;
- gathering data from a variety of sources; and
- using North Carolina's School Improvement Planning Guidelines and Template.

Each district was provided with materials so that training could be replicated for schools in the district.

Participants
Districts brought teams of at least three central office administrators responsible for school improvement planning. Each team worked with Department of Public Instruction facilitators to ensure application to the local context.

Extended Support
Follow-up to the training is provided through technical assistance provided through District and School Transformation Regional Leads and consultants for Title I monitoring. Regional Institutes in the fall will support districts in bringing the information to schools.

Districts in Corrective Action Provided with Support 2008-09			
LEA Name	**Sanction Level**	**LEA Name**	**Sanction Level**
Alamance-Burlington	5	Guilford	3
Anson	4	Halifax	3
Bertie	4	Hertford	4
Bladen	4	Hoke	3
Brunswick	3	Lee	3
Buncombe	4	Lenoir	3
Cabarrus	4	Lexington City (voluntary participation)	2
Caldwell	3	Mecklenburg	3
Chatham	4	Nash-Rocky Mount	5
Columbus	4	New Hanover	3
Craven	3	Onslow	4
Cumberland	3	Orange	3
Davidson	3	Randolph	3
Davie	3	Richmond	5
Duplin	4	Robeson	5
Durham	5	Rowan-Salisbury	5
Edgecombe	3	Sampson	3
Edenton/Chowan	3	Wayne	5
Forsyth	5	Wilkes	3
Gaston	5	Whiteville City	4
Granville	4		

Support to Corrective Action Districts 2007-08

Districts entering Sanction Levels 3 or 4 of District Improvement under No Child Left Behind (NCLB) legislation were served through capacity-building professional development designed by the Division of District and School Transformation to understand the central office role in using research-based "gap closing" practices to ensure full alignment and implementation of the North Carolina Standard Course of Study.

Professional Development
"Aligning Curriculum to Improve Academic Rigor and Grade Level Proficiency" focused on four practices:
- focusing improvement through the use of data;
- aligning curriculum, instruction, and assessment to the North Carolina Standard Course of Study:
- monitoring changes to achieve good results; and
- expecting results from alignment and district support.

Each district was provided a full set of its data for use in the training to ensure that new learning was applied and planning was practical for the unique aspects of the district.

Participants
Districts brought teams of at least three central office administrators responsible for curriculum and instruction. Each team worked with a Department of Public Instruction facilitator or coach to ensure application to the local context.

Extended Support
Follow-up to the training was provided through technical assistance provided through District and School Transformation, as well as consults for Title I monitoring.

Districts in Corrective Action Provided with Support 2007-08			
LEA Name	**Sanction Level**	**LEA Name**	**Sanction Level**
Alamance-Burlington	4	Gaston	4
Anson	3	Granville	4
Bertie	4	Hertford	3
Bladen	3	Hoke	3
Buncombe	3	Lenoir	3
Cabarrus	4	Nash-Rocky Mount	4
Caldwell	3	Onslow	3
Chatham	3	Richmond	4
Clinton City	3	Robeson	4
Columbus	3	Rowan-Salisbury	4
Duplin	3	Wayne	4
Durham	4	Weldon City (voluntary participation)	0
Edenton/Chowan	3	Whiteville City	4
Forsyth	4		

Support to Low-Performing Schools

Support to Low-Performing Schools 2009-10

Of the 75 Low-Performing schools in 2009-10 (based on data from 2008-09), only nine (9) were on the Low-Performing list again in 2010-11 (based on data from 2009-10).

Schools identified as Low-Performing were served in a variety of ways depending on their locations and other services being received. There were a total of 75 Low-Performing Schools. Two were charters and seventy-three were regular schools. Four closed at the end of 2008-09.

- Low-Performing Schools being served in Turnaround or as a part of a Transformation District (42 schools – unduplicated count)
  - These schools continued to receive services and additional support from the team assigned through District and School Transformation with particular attention to their Low-Performing status.

- Low-Performing Schools located in one of the seven Urban Districts: Charlotte-Mecklenburg Schools, Cumberland County Schools, Durham Public Schools, Gaston County Schools, Guilford County Schools, Wake County Schools, Winston-Salem/Forsyth County Schools (35 schools – duplicated count)
  - These schools were the focus of individual conversations between DPI officials and officials from the urban LEAs. LEA staff discussed interventions being provided to the schools by the LEA, support already being received from DPI, and additional support needed. Additionally, DPI officials offered particular services (e.g. Comprehensive Needs Assessment, targeted professional development) and provided any additional support requested.

- Low-Performing Schools Not Otherwise Served (13 schools – unduplicated count)
  - Thirteen of the seventy-five Low-Performing schools were not receiving services from District and School Transformation in any other category. Each of these thirteen schools was given a Comprehensive Needs Assessment and received a report detailing strengths and needs, as well as recommendations for improvement.

Support to Low-Performing Schools 2008-09

Of the 100 Low-Performing schools in 2008-09 (based on data from 2007-08), only 37 were on the Low-Performing list again in 2009-10 (based on data from 2008-09).

Schools identified as Low-Performing were served in a variety of ways depending on their locations and other services being received. There were 100 Low-Performing Schools. Four of those were charter schools, and 96 regular schools.

- Low-Performing Schools being served in Turnaround or as a part of a Transformation District (34 schools – unduplicated count)
  - These schools continued to receive services and additional support from the team assigned through District and School Transformation with particular attention to their Low-Performing status.

- Low-Performing Schools located in one of the seven Urban Districts: Charlotte-Mecklenburg Schools, Cumberland County Schools, Durham Public Schools, Gaston County Schools, Guilford County Schools, Wake County Schools, Winston-Salem/Forsyth County Schools (54 schools – duplicated count)
  - These schools were the focus of individual conversations between DPI officials and officials from the urban LEAs. LEA staff discussed interventions being provided to the schools by the LEA, support already being received from DPI, and additional support needed. Additionally, DPI officials offered particular services (e.g. Comprehensive Needs Assessment, targeted professional development) and provided any additional support requested.

- Low-Performing Schools Not Otherwise Served (24 schools – unduplicated count)
  - Twenty-four of the 100 Low-Performing schools were not receiving services from District and School Transformation in any other category. Each of these 24 schools was given a Comprehensive Needs Assessment and received a report detailing strengths and needs, as well as recommendations for improvement. Planned follow-up activities to assist in the use of the Comprehensive Needs Assessment data to inform school improvement planning had to be cancelled as a result of the budget restrictions and travel freeze.

Status of Personnel in Systems Receiving Mandatory Assistance
2007-08; 2008-09; 2009-10

Status of Superintendents of School Systems Having More than Half of Their Schools Identified as Low Performing

The ABCs legislation in G.S. 115-C-105.32 permits the State Board to appoint an interim superintendent in a local school administrative unit when more than half of the schools have been identified as Low-Performing schools. Low-Performing schools are those that have not met the minimum growth standards defined by the State Board and a majority of students are performing below grade level.

For 2007-08, no school system had more than half of its schools identified as Low-Performing.

For 2008-09, one school system (Halifax County) had more than half of its schools identified as Low-Performing.

For 2009-10, no school system had more than half of its schools identified as Low-Performing.

G.S. 115C-333. Evaluation of Certified Employees including Certain Superintendents; Action Plans; State Board Notification Upon Dismissal of Employees.
<u>Local Board Evaluation of Certain Superintendents:</u> Each year the local board of education shall evaluate the superintendent employed by the local school administrative unit and report to the State Board the results of that evaluation if during that year the State Board designated as low-performing:

1. **One or more** schools in a local school administrative unit that has no more than *10 schools.*
2. **Two or more** schools in a local school administrative unit that has no more than *20 schools.*
3. **Three or more** schools in a local school administrative unit that has more than *20 schools.*

For 2010-11, there are 3 LEAs that meet these criteria.
(Based on Data from 2009-10)

Districts Identified Under G.S. 115C-333

Dist #	District	# Schools	# Low-performing Schools
330	Edgecombe County Schools	16	2
420	Halifax County Schools	11	4
600	Charlotte-Mecklenburg Schools	171	3

**For 2009-10, there were 23 LEAs that met these criteria.
(Based on Data from 2008-09)**

Districts Identified Under G.S. 115C-333

Dist #	District	# Schools	# Low-performing Schools
010	Alamance-Burlington	35	3
040	Anson	11	2
080	Bertie County Schools	9	1
260	Cumberland County Schools	87	4
320	Durham Public Schools	52	5
330	Edgecombe	15	2
340	Forsyth County Schools	78	9
360	Gaston County Schools	53	3
410	Guilford County Schools	119	10
420	Halifax County Schools	14	9
422	Weldon City	4	1
540	Lenoir County Schools	20	3
600	Charlotte-Mecklenburg	166	4
640	Nash-Rocky Mount Schools	28	2
650	New Hanover	39	3
660	Northampton	11	2
770	Richmond	19	1
780	Robeson County Schools	43	4
800	Rowan-Salisbury Schools	35	1
900	Union	49	1
930	Warren County Schools	8	1
960	Wayne	33	1
970	Wilkes	22	1

**For 2008-09, there were 16 LEAs that met these criteria.
(Based on Data from 2007-08)**

Districts Identified Under G.S. 115C-333

Dist #	District	# Schools	# Low performing Schools
010	Alamance-Burlington Schools	35	3
040	Anson County Schools	11	2
080	Bertie County Schools	9	1
260	Cumberland County Schools	87	4
320	Durham Public Schools	52	5
330	Edgecombe County Schools	15	2
340	Forsyth County Schools	78	8
360	Gaston County Schools	53	3
410	Guilford County Schools	119	10
422	Weldon City Schools	4	1

Districts Identified Under G.S. 115C-333 Cont.

Dist #	District	# Schools	# Low performing Schools
540	Lenoir County Schools	20	3
600	Charlotte-Mecklenburg Schools	166	4
650	New Hanover County Schools	39	3
660	Northampton County Schools	11	2
780	Robeson County Schools	43	4
930	Warren County Schools	8	1

For 2007-08, there were 18 LEAs that met these criteria.
(Based on Data from 2006-07)

Districts Identified Under G.S. 115C-333

Dist #	District	# Schools	# Low performing Schools
080	Bertie County Schools	8	1
132	Kannapolis City Schools	8	1
260	Cumberland County Schools	87	6
320	Durham Public Schools	50	9
340	Forsyth County Schools	78	12
360	Gaston County Schools	55	3
410	Guilford County Schools	120	9
420	Halifax County Schools	16	7
422	Weldon City	4	1
460	Hertford County Schools	6	1
540	Lenoir County Schools	22	3
600	Charlotte-Mecklenburg	160	13
640	Nash-Rocky Mount Schools	28	3
780	Robeson County Schools	43	4
800	Rowan-Salisbury Schools	34	3
830	Scotland County	23	3
930	Warren County Schools	7	1
940	Washington County Schools	5	1

Status of Principals of Schools Receiving Mandatory Assistance

The General Assembly revised the ABCs legislation to require local boards and superintendents to take the first actions regarding principals located in Low-Performing schools. The revision provides four options for superintendents to consider in dealing with principals who are in Low-Performing schools:

1. Retain in the same position if principal was in the school two years or less before it was identified as low performing;
2. Retain with a remediation plan;
3. Transfer; or
4. Demote or dismiss according to G.S. 115C-325.

There is a continued reduction in the number of principals who have been in Low-Performing schools more than 2 years.

Based on 2009-10 data, there were 9 principals of Low-Performing schools who have been principals of those schools for more than 2 years. LEA Superintendents impacted are being reminded of their statutory requirements.
Based on 2008-09 data, there were 33 principals of Low-Performing schools who have been principals of those schools for more than 2 years. LEA Superintendents impacted were reminded of their statutory requirements.
Based on 2007-08 data, there were 57 principals of Low-Performing schools who have been principals of those schools for more than 2 years. LEA Superintendents impacted were reminded of their statutory requirements.

III. Response to No Child Left Behind (NCLB)

Title I Schools in School Improvement

A Title I school is a school that receives Title I money, the largest single federal funding source for education. About half of North Carolina's traditional and charter public schools are Title I schools. All 115 of the state's school districts receive Title I funding. Title I began with the passage of the Elementary and Secondary Education Act of 1965. It is intended to help ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I funds help students who are behind academically or at risk of falling behind. Services can include: hiring teachers to reduce class size, tutoring, computer labs, parental involvement activities, professional development, purchase of materials and supplies, pre-kindergarten programs, and hiring teacher assistants or others. Many of the major requirements in NCLB are outlined in Title I - Adequate Yearly Progress (AYP), teacher and paraprofessional (teacher assistant) requirements, accountability, sanctions for schools designated for improvement, standards and assessments, annual state report cards, professional development and parent involvement.

Title I School Improvement Timetable

SCHOOL'S STATUS	SANCTIONS/IMPROVEMENT STRATEGIES
After Year 1 of not making AYP	None
After Year 2 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance
After Year 3 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services
After Year 4 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action
After Year 5 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action Plan for Restructuring
After Year 6 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action Implement Restructuring Plan

2010-11 Title I School Improvement List

(Updated 08/25/10)

Note: NCLB requires that schools that miss any target - not necessarily the same target - in the same subject for two consecutive years enter Improvement Status.

Exiting Improvement Status requires meeting all targets in the subject for which Improvement Status was entered, for two consecutive years.

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Alamance-Burlington Schools	010310	Broadview Middle School	5	0	0	1	1	1	1	2	2			2
Alamance-Burlington Schools	010326	Eastlawn Elementary	5	3	1	4	1	5	0	5	0	Reading		5
Alamance-Burlington Schools	010354	Harvey Newlin Elementary	5	0	0	0	1	1	2	2	3			3
Alamance-Burlington Schools	010358	Hillcrest Elementary	5	1	1	2	2	2	2	0	3		Reading	3
Anson County Schools	040316	Lilesville Elementary School	6	2	3	3	4	3	5	0	5	Math	Reading	5
Anson County Schools	040324	Morven Elementary School	6	3	0	4	1	4	1	5	2			5
Anson County Schools	040330	Wadesboro Elementary School	6	4	4	5	5	5	5	0	6		Reading	6
Ashe County Schools	050310	Blue Ridge Elementary	7	0	1	1	2	2	2	2	3	Reading		3
Beaufort County Schools	070328	John Small Elementary	1	0	1	1	2	1	3	0	4		Reading	4
Bladen County Schools	090332	Elizabethtown Middle	4	2	3	3	4	3	4	4	5			5
Bladen County Schools	090333	Elizabethtown Primary	4	1	0	0	0	0	1	0	2			2
Brunswick County Schools	100320	Lincoln Elementary	2	0	1	0	2	0	3	0	3	Math		3
Brunswick County Schools	100338	Supply Elementary	2	0	1	0	2	0	2	0	3			3
Asheville City Schools	111312	Claxton Elementary	8	0	0	0	0	0	1	0	2			2
Asheville City Schools	111332	Ira B. Jones Elementary	8	1	0	2	0	2	1	0	2		Reading	2
Cabarrus County Schools	130311	Coltrane Webb Elem.	6	1	1	2	1	2	2	0	3		Reading	3
Cabarrus County Schools	130328	Royal Oaks Elem.	6	1	0	2	1	2	1	0	2		Reading	2
Cabarrus County Schools	130329	Rocky River Elem.	6	0	0	0	1	0	1	0	2			2
Cabarrus County Schools	130330	R. B. McAllister Elem.	6	0	0	0	0	0	1	0	2			2
Cabarrus County Schools	130340	Winecoff Elem.	6	2	0	3	1	3	2	4	3			4
Cabarrus County Schools	130342	W. M. Irvin Elem.	6	2	2	3	3	3	3	0	4		Reading	4
Cabarrus County Schools	130344	Wolf Meadow Elem.	6	1	1	2	2	2	3	0	4		Reading	4
Kannapolis City Schools	132329	Kannapolis Intermediate School	6	1	1	2	2	2	3	0	3	Math	Reading	3
Caldwell County Schools	140307	Horizons Elementary School	7	0	1	0	1	0	2	0	2	Math		2
Caldwell County Schools	140368	William Lenoir Middle School	7	0	0	0	0	0	0	0	1			1
Caswell County Schools	170334	North Elementary School	5	0	0	0	1	0	1	0	2			2
Caswell County Schools	170338	N. L. Dillard Middle School	5	3	2	4	3	4	3	5	4			5
Caswell County Schools	170344	Stoney Creek Elementary School	5	0	0	0	0	0	1	0	2			2

63

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Catawba County Schools	180343	Lyle Creek Elementary School	7	0	0	0	0	0	1	0	1	Math		1
Catawba County Schools	180360	Oxford Elementary School	7	0	0	0	0	0	1	0	2			2
Catawba County Schools	180372	St Stephens Elementary School	7	0	0	0	1	0	2	0	3			3
Hickory City Schools	181342	Southwest Elementary	7	0	0	0	0	0	1	0	1	Math		1
Chatham County Schools	190312	Chatham Middle School	5	3	3	4	3	5	4	5	5	Reading		5
Chatham County Schools	190350	Siler City Elementary School	5	1	0	2	1	2	1	3	2			3
Columbus County Schools	240304	Acme Delco Middle	4	0	2	0	2	0	3	0	3	Math		3
Columbus County Schools	240332	Chadbourn Elementary	4	0	0	1	1	1	1	0	2		Reading	2
Columbus County Schools	240344	Evergreen Elementary	4	0	0	0	0	0	1	0	1	Math		1
Columbus County Schools	240354	Hallsboro/Artesia Elementary	4	0	1	0	2	0	2	0	3			3
Whiteville City Schools	241308	Edgewood Elementary School	4	2	0	3	1	3	1	4	2			4
Whiteville City Schools	241320	Whiteville Primary Schools	4	2	0	3	1	3	1	4	2			4
Craven County Schools	250350	James W. Smith Elementary	2	0	0	0	0	1	0	1	1	Reading		1
Cumberland County Schools	260306	Armstrong Elementary	4	0	0	0	0	0	0	0	1			1
Cumberland County Schools	260316	Lillian Black Elementary	4	2	0	3	1	3	2	0	2	Math	Reading	2
Cumberland County Schools	260320	Brentwood Elementary	4	0	0	0	1	0	1	0	2			2
Cumberland County Schools	260326	Elizabeth M Cashwell Elementary	4	2	2	3	3	4	4	4	4	Both		4
Cumberland County Schools	260342	C Wayne Collier Elementary	4	0	1	0	2	0	2	0	3			3
Cumberland County Schools	260344	J W Coon Elementary	4	0	1	0	1	0	2	0	3			3
Cumberland County Schools	260348	Cumberland Mills Elementary	4	0	0	0	1	0	1	0	2			2
Cumberland County Schools	260358	"Luther ""Nick"" Jeralds Middle"	4	2	3	3	4	3	4	0	5		Reading	5
Cumberland County Schools	260361	Ferguson-Easley Elementary	4	0	1	1	1	1	2	0	2	Math	Reading	2
Cumberland County Schools	260364	Alderman Road Elementary	4	0	1	1	2	1	2	0	3		Reading	3
Cumberland County Schools	260371	Ireland Drive Middle	4	1	1	2	2	2	3	0	4		Reading	4
Cumberland County Schools	260398	E. E. Miller Elementary	4	0	1	0	2	0	2	0	3			3
Cumberland County Schools	260407	Lake Rim Elementary	4	1	1	2	2	2	2	0	3		Reading	3
Cumberland County Schools	260426	Sherwood Park Elementary	4	0	1	0	2	0	2	0	3			3
Cumberland County Schools	260428	Spring Lake Middle	4	3	2	4	3	4	3	5	4			5
Cumberland County Schools	260444	Teresa C Berrien Elementary	4	0	0	0	1	0	1	0	2			2
Cumberland County Schools	260456	Alger B Wilkins Elementary	4	0	1	0	1	0	2	0	3			3
Lexington City Schools	291332	Lexington Middle	5	3	3	4	4	4	4	5	5			5
Thomasville City Schools	292316	Liberty Drive Elementary	5	2	2	3	3	3	3	0	4		Reading	4
Thomasville City Schools	292318	Thomasville Primary School	5	2	2	3	3	3	4	4	5			5
Duplin County Schools	310308	Beulaville Elementary School	2	2	0	3	0	3	1	0	2		Reading	2
Duplin County Schools	310336	Warsaw Elementary School	2	2	1	3	1	3	0	4	0			4

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	Math	2008-09 Read	Math	2009-10 Read	Math	2010-11 Read	Math	Step[1]	Exited[2]	Sanction Level
Duplin County Schools	310384	Rose Hill-Magnolia Elementary	2	2	1	3	2	3	2	**0**	**3**		Reading	**3**
Duplin County Schools	310396	Warsaw Middle School	2	1	1	2	1	3	2	**3**	**2**	Both		**3**
Durham Public Schools	320304	Bethesda Elementary	3	4	3	5	4	6	5	**7**	**6**			**7**
Durham Public Schools	320310	Eastway Elementary	3	5	0	6	0	6	0	**7**	**0**			**7**
Durham Public Schools	320315	Eno Valley Elementary	3	1	1	2	2	2	2	**3**	**3**			**3**
Durham Public Schools	320318	Club Blvd Elementary	3	1	0	2	1	3	2	**3**	**3**	Reading		**3**
Durham Public Schools	320320	Glenn Elementary	3	4	4	5	5	6	6	**7**	**7**			**7**
Durham Public Schools	320324	Hillandale Elementary	3	1	1	1	1	0	2	**0**	**2**	Math		**2**
Durham Public Schools	320327	Hope Valley Elementary	3	1	0	2	0	3	1	**4**	**2**			**4**
Durham Public Schools	320328	Holt Elementary	3	0	2	1	3	1	3	**0**	**4**		Reading	**4**
Durham Public Schools	320332	Forest View Elementary	3	2	0	3	1	3	2	**0**	**2**	Math	Reading	**2**
Durham Public Schools	320347	George Watts Elementary	3	2	0	3	0	3	0	**0**	**1**		Reading	**1**
Durham Public Schools	320352	Merrick-Moore Elementary	3	3	2	4	3	5	4	**5**	**4**	Both		**5**
Durham Public Schools	320360	Oak Grove Elementary	3	2	2	3	3	3	4	**4**	**5**			**5**
Durham Public Schools	320362	Parkwood Elementary	3	1	1	2	2	2	2	**3**	**3**			**3**
Durham Public Schools	320363	E.K. Powe Elementary	3	4	4	5	5	5	5	**0**	**6**		Reading	**6**
Durham Public Schools	320374	C.C. Spaulding Elementary	3	0	0	1	1	1	1	**0**	**2**		Reading	**2**
Durham Public Schools	320400	Y. E. Smith Elementary	3	2	0	3	1	3	1	**4**	**2**			**4**
Healthy Start Academy	32B000	Healthy Start Academy	3	4	0	5	1	5	1	**0**	**2**		Reading	**2**
Edgecombe County Schools	330304	G. W. Bulluck Elementary	3	0	0	0	0	1	0	**1**	**0**	Reading		**1**
Edgecombe County Schools	330312	Coker-Wimberly Elementary Sch	3	0	0	0	0	1	1	**1**	**2**	Reading		**2**
Edgecombe County Schools	330334	Princeville Montessori	3	0	0	0	1	0	1	**0**	**2**			**2**
Forsyth County Schools	340308	Ashley Elementary	5	1	0	2	1	2	1	**0**	**2**		Reading	**2**
Forsyth County Schools	340320	Brunson Elementary	5	0	2	1	3	1	4	**2**	**5**			**5**
Forsyth County Schools	340368	Easton Elementary	5	1	1	2	2	3	2	**4**	**3**			**4**
Forsyth County Schools	340376	Forest Park Elementary	5	5	2	6	3	6	3	**7**	**4**			**7**
Forsyth County Schools	340384	Griffith Elementary	5	1	1	0	2	0	3	**0**	**3**	Math		**3**
Forsyth County Schools	340396	Hill Middle	5	5	5	6	5	6	0	**7**	**0**			**7**
Forsyth County Schools	340428	Konnoak Elementary	5	1	2	2	2	2	3	**3**	**4**			**4**
Forsyth County Schools	340430	Latham Elementary	5	4	3	5	3	5	0	**6**	**0**			**6**
Forsyth County Schools	340447	Middle Fork Elementary	5	1	1	2	2	3	2	**4**	**0**		Math	**4**
Forsyth County Schools	340452	Mineral Springs Middle	5	1	1	2	2	3	2	**4**	**3**			**4**
Forsyth County Schools	340462	North Hills Elementary	5	0	0	0	0	0	1	**0**	**1**	Math		**1**
Forsyth County Schools	340488	Kennedy Learning	5	0	0	1	0	1	0	**2**	**0**			**2**
Forsyth County Schools	340492	Philo Middle	5	3	1	4	2	5	2	**6**	**3**			**6**

65

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Forsyth County Schools	340701	Sch of Biotechnology Atkins Hi	5	0	0	0	1	0	2	0	3			3
Downtown Middle	34C000	Downtown Middle School	5	0	2	0	3	0	3	0	4			4
C G Woodson Sch of Challenge	34D000	Carter G. Woodson School	5	0	0	1	0	2	0	2	0	Reading		2
Franklin County Schools	350332	Louisburg Elementary School	3	2	0	3	1	3	2	0	2	Math	Reading	2
Gaston County Schools	360332	Bessemer City Central Elem	6	1	1	2	1	3	0	4	0			4
Gaston County Schools	360338	Bessemer City Primary	6	1	1	2	1	3	0	4	0			4
Gaston County Schools	360344	Carr Elementary	6	0	0	0	0	0	1	0	1	Math		1
Gaston County Schools	360480	Pleasant Ridge Elementary	6	0	1	1	2	1	2	0	3		Reading	3
Gaston County Schools	360484	Rhyne Elementary	6	2	2	3	2	3	0	4	0			4
Gaston County Schools	360520	Woodhill Elementary	6	0	0	0	1	0	2	0	3			3
Gates County Schools	370304	Buckland Elementary School	1	0	0	0	1	0	2	0	2	Math		2
Gates County Schools	370316	Gatesville Elementary School	1	0	1	0	1	0	2	0	2	Math		2
Gates County Schools	370324	TS Cooper Elementary School	1	0	1	0	2	0	2	0	3			3
Granville County Schools	390311	Butner Stem Elementary School	3	0	0	0	1	0	1	0	2			2
Granville County Schools	390312	C.G. Credle Elementary School	3	0	0	0	0	0	0	0	1			1
Granville County Schools	390316	Creedmoor Elementary School	3	0	0	1	1	1	1	0	2		Reading	2
Granville County Schools	390360	Stovall Shaw Elementary School	3	0	0	0	0	0	0	0	1			1
Greene County Schools	400321	Snow Hill Primary School	2	4	2	5	3	5	3	6	4			6
Greene County Schools	400332	West Greene Elementary School	2	4	2	5	3	5	3	6	4			6
Guilford County Schools	410310	Allen Jay Elementary	5	0	0	1	1	2	2	2	3	Reading		3
Guilford County Schools	410331	Bluford Elementary	5	0	0	0	0	0	1	0	2			2
Guilford County Schools	410349	Ceasar Cone Elementary	5	0	0	1	0	1	0	2	1			2
Guilford County Schools	410364	Fairview Elementary	5	1	0	2	0	3	0	3	0	Reading		3
Guilford County Schools	410367	Ferndale Middle	5	4	4	5	5	5	5	6	6			6
Guilford County Schools	410373	Julius I Foust Elementary	5	0	0	1	1	1	1	0	2		Reading	2
Guilford County Schools	410402	Otis L Hairston Sr Middle	5	0	2	1	3	1	4	2	4	Math		4
Guilford County Schools	410409	Hunter Elementary	5	0	0	0	1	1	1	1	0	Reading	Math	1
Guilford County Schools	410415	Jackson Middle	5	2	2	3	2	3	0	4	0			4
Guilford County Schools	410427	Johnson Street Elementary	5	0	0	0	0	0	1	0	2			2
Guilford County Schools	410469	Montlieu Avenue Elementary	5	0	0	0	1	1	1	1	0	Reading	Math	1
Guilford County Schools	410511	Parkview Village Elementary	5	0	0	1	1	2	2	3	2	Math		3
Guilford County Schools	410514	Clara J Peck Elementary	5	0	0	0	1	0	2	0	3			3
Guilford County Schools	410538	Sedgefield Elementary	5	0	0	0	0	0	1	0	1	Math		1
Guilford County Schools	410577	Sumner Elementary	5	0	0	0	0	0	1	0	1	Math		1
Guilford County Schools	410580	Union Hill Elementary	5	2	2	3	2	3	3	4	4			4

66

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Guilford County Schools	410592	Welborn Academy of Sci & Tech	5	0	0	0	0	0	0	0	1			1
Guilford County Schools	410598	Wiley Accel/Enrichment	5	4	1	5	0	5	0	6	0			6
Halifax County Schools	420316	Dawson Elementary	3	0	2	1	3	1	4	2	5			5
Halifax County Schools	420324	Enfield Middle	3	3	4	4	5	5	5	5	0	Reading	Math	5
Halifax County Schools	420340	Inborden Elementary	3	0	0	0	0	1	0	2	0			2
Halifax County Schools	420346	Northwest High School	3	2	2	2	3	0	4	0	5			5
Halifax County Schools	420358	Southeast High	3	2	0	3	1	4	2	5	3			5
Halifax County Schools	420376	William R. Davie Middle	3	3	2	4	3	5	4	6	5			6
Weldon City Schools	422314	Weldon Elementary School	3	0	1	0	1	0	2	0	2	Math		2
Harnett County Schools	430304	Anderson Creek Primary	4	1	1	2	2	2	2	0	3		Reading	3
Harnett County Schools	430308	Angier Elementary	4	0	1	0	2	1	3	2	4			4
Harnett County Schools	430312	Benhaven Elementary	4	0	1	1	2	2	2	3	3			3
Harnett County Schools	430316	Boone Trail Elementary	4	0	1	0	2	0	2	0	3			3
Harnett County Schools	430328	Coats Elementary	4	2	2	3	3	3	3	0	4		Reading	4
Harnett County Schools	430336	Erwin Elementary	4	2	3	3	4	3	4	4	5			5
Harnett County Schools	430340	Gentry Primary	4	2	3	3	4	3	4	4	5			5
Harnett County Schools	430344	Harnett Primary	4	0	0	1	0	1	0	2	0			2
Harnett County Schools	430348	Johnsonville Elementary	4	0	0	0	1	0	1	0	2			2
Harnett County Schools	430349	Highland Elementary	4	1	1	2	2	2	2	0	3		Reading	3
Harnett County Schools	430352	LaFayette Elementary	4	0	0	0	0	0	0	0	1			1
Harnett County Schools	430358	Lillington-Shawtown Elementary	4	2	2	2	3	0	3	0	4			4
Harnett County Schools	430376	South Harnett Elementary	4	1	1	2	2	2	2	0	3		Reading	3
Harnett County Schools	430380	Wayne Avenue Elementary	4	1	1	2	1	3	2	3	3	Reading		3
Henderson County Schools	450344	Sugarloaf Elementary	8	0	0	0	0	0	0	0	1			1
Hertford County Schools	460308	Ahoskie Elementary School	1	1	2	2	3	2	3	3	4			4
Hertford County Schools	460318	Hertford County Middle School	1	1	4	2	5	2	5	3	6			6
Hertford County Schools	460332	Riverview Elementary School	1	5	0	6	1	7	2	7	2	Both		7
Hoke County Schools	470330	Hawk Eye Elementary School	4	3	3	4	4	4	4	5	5			5
Hyde County Schools	480306	Mattamuskeet Elementary Sch	1	0	0	0	1	0	2	0	3			3
Iredell-Statesville Schools	490312	Celeste Henkel Elementary Sch	7	1	1	1	2	0	3	0	3	Math		3
Iredell-Statesville Schools	490326	East Iredell Elementary School	7	1	0	2	1	2	1	3	2			3
Iredell-Statesville Schools	490345	N.B. Mills Elementary School	7	0	1	0	1	0	2	0	3			3
Iredell-Statesville Schools	490350	Springs Academy	7	0	0	0	0	1	1	0	2		Reading	2
Iredell-Statesville Schools	490363	Third Creek Elementary School	7	0	0	0	1	0	2	0	2	Math		2
Iredell-Statesville Schools	490364	Troutman Elementary School	7	0	0	1	1	1	2	2	3			3

67

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Jackson County Schools	500337	Smokey Mountain Elementary	8	0	0	0	0	0	0	0	1			1
Lenoir County Schools	540308	Contentnea-Savannah	2	0	0	0	0	0	1	0	2			2
Lenoir County Schools	540312	E B Frink Middle	2	4	4	5	5	6	6	6	6	Both		6
Lenoir County Schools	540330	Rochelle Middle	2	2	2	3	3	4	4	5	4	Math		5
Kinston Charter Academy	54B000	Kinston Charter School	2	0	0	0	0	0	1	0	2			2
Lincoln County Schools	550324	F. D. Jack Kiser Intermediate	6	0	0	1	1	1	2	0	3		Reading	3
Lincoln County Schools	550372	West Lincoln Middle School	6	2	2	3	3	4	3	4	0	Reading	Math	4
Macon County Schools	560330	Macon Middle	8	1	1	2	2	3	3	3	3	Both		3
Martin County Schools	580372	Williamston Middle	1	0	1	0	2	1	2	1	3	Reading		3
McDowell County Schools	590306	Eastfield Elementary	8	0	1	1	2	2	3	2	3	Both		3
McDowell County Schools	590316	Glenwood Elementary	8	1	1	1	1	0	2	0	2	Math		2
McDowell County Schools	590336	North Cove Elementary	8	0	0	0	0	0	1	0	1	Math		1
McDowell County Schools	590352	West Marion Elementary	8	3	1	3	2	0	3	0	3	Math		3
Mecklenburg County Schools	600300	Albemarle Rd. Elementary	6	2	2	3	3	3	3	0	4		Reading	4
Mecklenburg County Schools	600308	Allenbrook Elementary	6	0	1	0	1	0	2	0	2	Math		2
Mecklenburg County Schools	600329	Briarwood Elementary	6	2	2	3	3	3	4	0	4	Math	Reading	4
Mecklenburg County Schools	600335	Billingsville Elementary	6	2	1	3	2	3	2	4	3			4
Mecklenburg County Schools	600341	Cochrane Middle School	6	4	4	5	5	5	5	6	6			6
Mecklenburg County Schools	600365	Devonshire Elementary	6	3	1	4	2	4	3	0	3	Math	Reading	3
Mecklenburg County Schools	600374	Druid Hills Elementary	6	2	0	3	1	3	1	0	2		Reading	2
Mecklenburg County Schools	600381	Eastway Middle School	6	4	4	5	5	6	6	6	7	Reading		7
Mecklenburg County Schools	600427	Irwin Ave. Open Elementary	6	0	1	0	2	0	2	0	3			3
Mecklenburg County Schools	600448	Martin Luther King Jr Middle	6	1	1	2	2	3	2	4	3			4
Mecklenburg County Schools	600489	Bruns Avenue Elementary	6	0	0	1	1	1	1	0	2		Reading	2
Mecklenburg County Schools	600501	Pinewood Elementary	6	0	0	0	0	0	1	0	2			2
Mecklenburg County Schools	600517	Reid Park Elementary	6	3	0	4	1	4	1	5	0		Math	5
Mecklenburg County Schools	600520	Sedgefield Middle School	6	2	2	3	3	4	4	4	5	Reading		5
Mecklenburg County Schools	600541	Spaugh Middle School	6	4	4	5	5	6	6	6	6	Both		6
Mecklenburg County Schools	600574	Walter G. Byers Elementary	6	0	0	1	1	2	2	2	3	Reading		3
Mecklenburg County Schools	600581	J. T. Williams Middle School	6	4	2	5	3	6	4	7	5			7
Mecklenburg County Schools	600585	Wilson Middle School	6	4	4	5	5	5	6	0	7		Reading	7
Kennedy Charter	60C000	Kennedy Charter Public School	6	0	5	1	6	1	6	2	7			7
Mitchell County Schools	610302	Bowman Middle	8	0	0	0	1	0	1	0	2			2
Montgomery County Schools	620330	Page Street Elementary	4	0	2	0	3	0	4	0	5			5
Montgomery County Schools	620336	Troy Elementary	4	0	2	0	3	0	4	0	5			5

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Moore County Schools	630304	Aberdeen Primary	4	0	1	1	2	1	3	0	3	Math	Reading	3
Moore County Schools	630308	Aberdeen Elementary	4	0	1	1	2	1	3	0	3	Math	Reading	3
Moore County Schools	630352	Southern Pines Primary	4	2	0	3	1	3	1	0	2		Reading	2
Moore County Schools	630356	Southern Pines Elementary	4	2	0	3	1	3	1	0	2		Reading	2
Moore County Schools	630376	Westmoore Elementary	4	1	0	2	0	2	0	0	1		Reading	1
Sandhills Theatre Arts Renaiss	63B000	STARS	4	0	2	0	3	0	3	0	4			4
Nash-Rocky Mount Schools	640308	Benvenue Elementary	3	0	0	0	1	0	1	0	2			2
Nash-Rocky Mount Schools	640326	D S Johnson Elementary	3	3	0	4	1	4	1	0	2		Reading	2
Nash-Rocky Mount Schools	640328	Englewood Elementary	3	0	0	0	1	0	1	0	2			2
Nash-Rocky Mount Schools	640348	Nashville Elementary	3	0	0	0	1	0	1	0	2			2
Nash-Rocky Mount Schools	640376	Spring Hope Elementary	3	2	3	0	4	0	4	0	5			5
Nash-Rocky Mount Schools	640396	Williford Elementary	3	0	0	0	1	0	1	0	2			2
Nash-Rocky Mount Schools	640400	Winstead Avenue Elementary	3	0	0	0	1	0	1	0	2			2
Rocky Mount Preparatory	64A000	Rocky Mount Preparatory	3	3	4	4	5	5	6	6	7			7
New Hanover County Schools	650312	Rachel Freeman Elementary	2	0	0	0	1	0	1	0	2			2
New Hanover County Schools	650320	D.C. Virgo Middle School	2	0	0	1	1	1	1	2	2			2
New Hanover County Schools	650324	Edwin A. Alderman Elementary	2	0	0	0	0	1	1	1	1	Both		1
New Hanover County Schools	650328	Forest Hills Elementary	2	0	0	0	0	0	1	0	1	Math		1
New Hanover County Schools	650332	Gregory Elementary	2	0	0	0	1	0	1	0	2			2
New Hanover County Schools	650348	Murrayville Elementary	2	0	0	0	1	0	2	0	2	Math		2
New Hanover County Schools	650384	Annie H. Snipes Elementary	2	1	0	2	1	3	2	3	3	Reading		3
New Hanover County Schools	650392	Williston Middle School	2	0	0	1	1	1	1	2	0		Math	2
New Hanover County Schools	650404	Wrightsboro Elementary	2	0	1	0	2	1	2	1	0	Reading	Math	1
Onslow County Schools	670304	Bell Fork Elementary	2	0	0	0	0	0	1	0	1	Math		1
Onslow County Schools	670308	Blue Creek Elementary	2	1	1	0	1	0	2	0	3			3
Onslow County Schools	670312	Clyde Erwin Elementary Magnet	2	1	1	2	2	2	2	0	3		Reading	3
Onslow County Schools	670330	Morton Elementary	2	0	0	0	1	0	2	0	3			3
Onslow County Schools	670337	Richlands Primary	2	3	1	4	2	4	2	0	3		Reading	3
Onslow County Schools	670342	Silverdale Elementary	2	0	0	0	1	0	1	0	2			2
Onslow County Schools	670343	Southwest Elementary	2	0	0	0	1	0	1	0	2			2
Chapel Hill-Carrboro Schools	681316	Frank P. Graham Elementary Sch	5	0	1	0	2	0	2	0	3			3
Pamlico County Schools	690312	Fred Anderson Elementary Sch	2	0	0	0	0	0	0	0	1			1
Pamlico County Schools	690324	Pamlico County Primary School	2	0	0	0	0	0	0	0	1			1
Pasquotank County Schools	700314	Northside Elementary School	1	1	1	0	2	0	2	0	3			3
Pasquotank County Schools	700316	J. C. Sawyer Elementary School	1	0	0	0	0	0	1	0	1	Math		1

69

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	Math	2008-09 Read	Math	2009-10 Read	Math	2010-11 Read	Math	Step[1]	Exited[2]	Sanction Level
Pasquotank County Schools	700318	Pasquotank Elementary School	1	0	0	0	1	0	2	0	2	Math		2
Pender County Schools	710312	Burgaw Elementary School	2	0	0	0	1	0	1	0	2			2
Pender County Schools	710324	Malpass Corner Elementary Sch	2	0	0	1	1	1	1	2	2			2
Pender County Schools	710328	Penderlea School	2	0	0	0	0	0	1	0	2			2
Pender County Schools	710348	West Pender Middle School	2	0	0	0	0	0	1	0	2			2
Perquimans County Schools	720304	Perquimans Central School	1	1	2	2	3	2	3	3	4			4
Perquimans County Schools	720312	Hertford Grammar School	1	1	2	2	3	2	3	3	4			4
Pitt County Schools	740304	Ayden Elementary	1	0	0	0	0	0	0	0	1			1
Pitt County Schools	740310	Belvoir Elementary	1	2	1	3	0	3	0	0	1		Reading	1
Pitt County Schools	740330	Creekside Elementary	1	0	1	0	2	0	3	0	4			4
Pitt County Schools	740336	Eastern Elementary	1	0	0	0	1	0	1	0	2			2
Pitt County Schools	740352	Grifton Elementary	1	0	0	0	0	0	1	1	2			2
Pitt County Schools	740358	G.R. Whitfield Elementary	1	0	2	0	2	0	3	0	4			4
Pitt County Schools	740360	H.B. Sugg Elementary	1	2	0	3	0	3	0	4	0			4
Pitt County Schools	740375	Northwest Elementary	1	1	0	2	1	2	1	3	2			3
Pitt County Schools	740376	Pactolus Elementary	1	4	1	5	2	6	3	6	4	Reading		6
Pitt County Schools	740380	W.H. Robinson Elementary	1	0	0	0	0	0	1	0	2			2
Pitt County Schools	740382	Sadie Saulter Elementary	1	2	1	3	2	3	2	0	3		Reading	3
Pitt County Schools	740386	Sam D. Bundy Elementary	1	2	0	3	0	3	0	4	0			4
Pitt County Schools	740390	South Greenville Elementary	1	1	1	2	2	2	3	0	4		Reading	4
Pitt County Schools	740400	Wahl-Coates Elementary	1	0	0	1	1	1	2	2	3			3
Pitt County Schools	740402	Wellcome Middle	1	0	2	0	3	0	4	0	5			5
Pitt County Schools	740404	Wintergreen Intermediate	1	0	1	0	2	0	2	0	3			3
Pitt County Schools	740406	Wintergreen Primary	1	0	1	0	2	0	2	0	3			3
Randolph County Schools	760332	Liberty Elementary	5	0	0	0	1	0	1	0	2			2
Asheboro City Schools	761320	Charles W. CmCrary Elementary	5	0	0	0	1	1	2	2	3			3
Asheboro City Schools	761321	Donna L. Loflin Elementary	5	0	0	1	0	1	1	0	1	Math	Reading	1
Richmond County Schools	770344	Mineral Springs Elementary	4	2	1	3	2	3	2	4	3			4
Richmond County Schools	770346	Monroe Avenue Elementary	4	0	0	1	1	1	1	0	2		Reading	2
Richmond County Schools	770368	West Rockingham Elementary	4	0	0	0	0	0	0	0	1			1
Robeson County Schools	780320	Deep Branch Elementary	4	1	1	2	1	2	2	0	2	Math	Reading	2
Robeson County Schools	780324	Fairgrove Middle	4	2	2	3	3	4	4	5	5			5
Robeson County Schools	780326	Fairmont Middle	4	2	2	3	2	4	3	4	4	Reading		4
Robeson County Schools	780329	J. C. Hargrave Elementary	4	0	0	0	1	0	1	0	2			2
Robeson County Schools	780330	Carroll Middle	4	2	1	3	2	3	3	0	4		Reading	4

70

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Robeson County Schools	780336	Littlefield Middle	4	2	2	3	3	4	3	5	4			5
Robeson County Schools	780340	Long Branch Elementary	4	3	0	3	0	0	1	0	1	Math		1
Robeson County Schools	780341	Lumberton Jr. High	4	1	3	2	4	3	5	4	6			6
Robeson County Schools	780344	Magnolia Elementary	4	2	2	3	3	3	4	4	5			5
Robeson County Schools	780352	Orrum Middle	4	2	1	3	2	4	2	5	3			5
Robeson County Schools	780360	Parkton Elementary	4	0	4	0	5	0	5	0	6			6
Robeson County Schools	780364	Pembroke Elementary	4	2	1	3	2	3	2	0	3		Reading	3
Robeson County Schools	780374	Peterson Elementary	4	2	1	3	2	3	2	0	3		Reading	3
Robeson County Schools	780384	Prospect Elementary	4	1	2	2	2	2	3	0	3	Math	Reading	3
Robeson County Schools	780392	Rex Rennert Elementary	4	0	0	0	1	0	1	0	2			2
Robeson County Schools	780393	Red Springs Middle	4	4	4	5	5	6	5	7	6			7
Robeson County Schools	780394	Rosenwald Elementary	4	1	0	2	1	2	1	0	2		Reading	2
Robeson County Schools	780400	St. Pauls Elementary	4	2	1	3	2	4	2	5	3			5
Robeson County Schools	780403	St. Pauls Middle	4	2	4	3	5	3	5	0	6		Reading	6
Robeson County Schools	780410	Townsend Middle	4	3	1	4	2	5	2	5	3	Reading		5
Rockingham County Schools	790322	Draper Elementary	5	0	0	0	1	0	1	0	2			2
Rockingham County Schools	790347	Lincoln Elementary	5	0	1	0	1	0	2	0	2	Math		2
Rowan-Salisbury Schools	800316	China Grove Elementary	6	0	0	0	0	0	0	0	1			1
Rowan-Salisbury Schools	800364	Landis Elementary	6	0	1	1	2	2	3	2	3	Both		3
Rowan-Salisbury Schools	800366	Millbridge Elementary	6	0	0	0	1	0	2	0	2	Math		2
Rowan-Salisbury Schools	800372	Mount Ulla Elementary	6	0	0	0	0	0	0	0	1			1
Sampson County Schools	820312	Charles E. Perry Elementary	2	0	0	0	0	0	1	0	1	Math		1
Sampson County Schools	820346	Hobbton Elementary	2	0	0	0	1	0	1	0	2			2
Sampson County Schools	820347	Hobbton Middle School	2	0	0	0	0	1	1	1	1	Both		1
Sampson County Schools	820354	Midway Middle School	2	0	2	0	3	0	3	0	4			4
Sampson County Schools	820372	Roseboro Salemburg Middle	2	1	2	2	3	2	3	0	4		Reading	4
Sampson County Schools	820376	Salemburg Elementary	2	0	0	0	1	0	2	0	2	Math		2
Scotland County Schools	830347	Shaw Elementary	4	1	0	2	1	2	1	0	2		Reading	2
Stanly County Schools	840310	Central Elementary	6	0	0	0	0	0	1	0	2			2
Stanly County Schools	840336	Norwood Elementary	6	0	0	0	0	0	1	0	1	Math		1
Union County Schools	900304	Benton Heights Elementary	6	0	0	1	0	1	1	0	1	Math	Reading	1
Vance County Schools	910356	Pinkston Street Elementary	3	0	0	0	0	0	1	0	2			2
Vance County Schools	910376	L B Yancey Elementary	3	0	0	0	1	0	2	0	3			3
Wake County Schools	920320	Aversboro Elementary	3	0	0	0	0	0	1	0	2			2
Wake County Schools	920329	Barwell Road Elementary	3	0	0	1	1	1	1	2	0		Math	2

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Name	LEA SCH Code	School Name	SBE Region	2007-08 Read	2007-08 Math	2008-09 Read	2008-09 Math	2009-10 Read	2009-10 Math	2010-11 Read	2010-11 Math	Step[1]	Exited[2]	Sanction Level
Wake County Schools	920336	Brentwood Elementary	3	1	1	2	1	2	2	3	2	Math		3
Wake County Schools	920380	Conn Elementary	3	0	0	0	1	0	1	0	2			2
Wake County Schools	920384	Creech Road Elementary	3	0	0	0	1	1	1	2	2			2
Wake County Schools	920403	East Garner Elementary	3	0	0	0	0	0	0	0	1			1
Wake County Schools	920415	Fox Road Elementary	3	0	0	0	1	0	2	0	3			3
Wake County Schools	920442	Hilburn Drive Elementary	3	0	0	0	0	0	0	0	1			1
Wake County Schools	920446	Hodge Road Elementary	3	0	0	0	0	0	1	0	1	Math		1
Wake County Schools	920488	Lynn Road Elementary	3	0	0	0	1	0	1	0	2			2
Wake County Schools	920532	Poe Elementary	3	0	0	0	1	0	2	0	3			3
Wake County Schools	920560	Smith Elementary	3	0	0	0	0	0	1	0	1	Math		1
Wake County Schools	920632	Zebulon Elementary	3	0	0	0	1	0	1	0	2			2
PreEminent Charter	92M000	PreEminent Charter School	3	1	1	2	2	2	2	0	3		Reading	3
Warren County Schools	930340	Northside Elementary	3	0	0	0	1	0	2	0	2	Math		2
Haliwa-Saponi Tribal School	93A000	Haliwa Saponi Tribal School	3	0	1	0	2	0	2	0	3			3
Washington County Schools	940314	Pines Elementary School	1	4	2	5	2	5	0	6	0			6
Washington County Schools	940328	Washington County Union Sch	1	0	4	0	5	0	5	0	6			6
Dillard Academy	96C000	Dillard Academy	2	1	0	2	0	2	0	3	0			3
Wilkes County Schools	970340	Moravian Falls Elementary	7	0	0	0	0	0	0	0	1			1
Wilson County Schools	980320	Elm City Elementary	3	0	0	0	0	0	0	0	1			1
Sallie B Howard School	98A000	Sallie B. Howard	3	2	2	3	3	3	3	0	4		Reading	4
Yadkin County Schools	990336	Yadkinville Elementary School	7	0	0	1	1	1	1	0	2		Reading	2

[1]Step = School met all targets and therefore did not progress in the level of sanctions in that subject

[2]Exit = The school exited improvement status for the listed subject

	Sanction Level	# Schools
1 = Year 1 of School Improvement	1	46
2 = Year 2 of School Improvement	2	95
3 = Year 3 of School Improvement	3	77
4 = Year 4 of School Improvement	4	47
5 = Year 5 of School Improvement	5	33
6 = Year 6 of School Improvement	6	19
7 = Year 7 of School Improvement	7	12
Total		329

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

2010-11 Non-Title I School Improvement Status List
(August 25, 2010)

North Carolina does not hold non-Title I schools to the requirements of section 1116 of No Child Left Behind [§200.12 (b) (40)]; non-Title I schools that do not make Adequate Yearly Progress (AYP) for two consecutive years due to missing one or more targets in the same subject area, (e.g. reading) will be required to amend their school improvement plan to address their failure to make AYP. To exit non-Title I school improvement status requires making AYP for two consecutive years in the cited subject.

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
010	Alamance-Burlington Schools	010340	Elon Elementary	5	Math
010	Alamance-Burlington Schools	010348	Graham High School	5	Math
010	Alamance-Burlington Schools	010360	Cummings High School	5	Math
010	Alamance-Burlington Schools	010390	Southern Alamance Middle School	5	Reading
010	Alamance-Burlington Schools	010400	Western Alamance High School	5	Math
010	Alamance-Burlington Schools	010403	Western Alamance Middle School	5	Math
020	Alexander County Schools	020302	Alexander Central High	7	Both
030	Alleghany County Schools	030304	Alleghany High School	7	Math
040	Anson County Schools	040305	Anson Challenge Academy	6	Both
040	Anson County Schools	040306	Anson High School	6	Both
040	Anson County Schools	040309	Anson Middle School	6	Both
050	Ashe County Schools	050305	Ashe County Middle School	7	Math
070	Beaufort County Schools	070310	BC Ed Tech	1	Math
070	Beaufort County Schools	070330	Northside High School	1	Math
070	Beaufort County Schools	070339	Southside High School	1	Both
070	Beaufort County Schools	070342	Washington High School	1	Both
090	Bladen County Schools	090330	East Bladen High School	4	Math
090	Bladen County Schools	090368	West Bladen High School	4	Math
100	Brunswick County Schools	100308	Brunswick County Academy	2	Math
100	Brunswick County Schools	100348	West Brunswick High School	2	Math
110	Buncombe County Schools	110303	Buncombe Community High School	8	Math
110	Buncombe County Schools	110304	AC Reynolds High	8	Math
110	Buncombe County Schools	110306	AC Reynolds Middle	8	Math
110	Buncombe County Schools	110338	Charles D. Owen Middle	8	Reading
110	Buncombe County Schools	110342	Clyde A. Erwin Middle	8	Both
110	Buncombe County Schools	110381	North Buncombe Middle	8	Both
110	Buncombe County Schools	110401	Enka Middle	8	Math
110	Buncombe County Schools	110416	TC Roberson High	8	Reading
110	Buncombe County Schools	110420	Valley Springs Middle	8	Math
111	Asheville City Schools	111301	Randolph Learning Center	8	Reading
111	Asheville City Schools	111302	Asheville High	8	Math
111	Asheville City Schools	111356	Asheville Middle	8	Math
120	Burke County Schools	120318	Freedom High School	7	Both

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
130	Cabarrus County Schools	130308	Bethel Elementary	6	Math
130	Cabarrus County Schools	130310	Central Cabarrus High School	6	Both
130	Cabarrus County Schools	130313	Concord Middle School	6	Math
130	Cabarrus County Schools	130314	Concord High	6	Math
130	Cabarrus County Schools	130315	J. N. Fries Middle	6	Both
130	Cabarrus County Schools	130316	Jay M. Robinson High	6	Math
130	Cabarrus County Schools	130318	C. C. Griffin Middle	6	Math
130	Cabarrus County Schools	130322	Mount Pleasant Elem.	6	Math
130	Cabarrus County Schools	130323	Mt. Pleasant Middle	6	Math
130	Cabarrus County Schools	130326	Northwest Cabarrus High	6	Math
130	Cabarrus County Schools	130327	Northwest Cabarrus Middle	6	Math
132	Kannapolis City Schools	132330	Kannapolis Middle School	6	Both
170	Caswell County Schools	170316	Bartlett Yancey High School	5	Both
180	Catawba County Schools	180364	River Bend Middle School	7	Math
180	Catawba County Schools	180376	St. Stephens High School	7	Math
180	Catawba County Schools	180380	Startown Elementary School	7	Math
181	Hickory City Schools	181322	Hickory High	7	Math
190	Chatham County Schools	190310	SAGE Academy	5	Math
190	Chatham County Schools	190328	Horton Middle School	5	Math
190	Chatham County Schools	190336	Jordan-Matthews High School	5	Math
190	Chatham County Schools	190342	Northwood High School	5	Math
190	Chatham County Schools	190346	Perry W. Harrison School	5	Math
190	Chatham County Schools	190348	Pittsboro Elementary School	5	Math
210	Edenton-Chowan Schools	210304	Chowan Middle School	1	Math
210	Edenton-Chowan Schools	210312	John A. Holmes High School	1	Both
220	Clay County Schools	220310	Hayesville High School	8	Reading
220	Clay County Schools	220312	Hayesville Middle School	8	Math
230	Cleveland County Schools	230312	Burns High	6	Both
230	Cleveland County Schools	230330	Davidson School	6	Both
230	Cleveland County Schools	230362	Shelby Middle	6	Math
250	Craven County Schools	250332	H. J. MacDonald Middle	2	Math
250	Craven County Schools	250344	Havelock Middle	2	Math
250	Craven County Schools	250356	New Bern High	2	Math
250	Craven County Schools	250372	West Craven High	2	Reading
250	Craven County Schools	250376	West Craven Middle	2	Math
260	Cumberland County Schools	260318	Jack Britt High School	4	Math
260	Cumberland County Schools	260322	Douglas Byrd High	4	Both
260	Cumberland County Schools	260325	Cape Fear High	4	Both
260	Cumberland County Schools	260336	Anne Chesnutt Middle	4	Both
260	Cumberland County Schools	260357	Gray's Creek High School	4	Math
260	Cumberland County Schools	260359	E. E. Smith High	4	Both
260	Cumberland County Schools	260362	Gray's Creek Middle	4	Math
260	Cumberland County Schools	260368	Hope Mills Middle	4	Math
260	Cumberland County Schools	260369	John R Griffin Middle	4	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
260	Cumberland County Schools	260372	Lewis Chapel Middle	4	Math
260	Cumberland County Schools	260383	Mac Williams Middle	4	Math
260	Cumberland County Schools	260406	Pine Forest Middle	4	Math
260	Cumberland County Schools	260413	Ramsey St MS Alt Program	4	Math
260	Cumberland County Schools	260424	Seventy-First High	4	Both
260	Cumberland County Schools	260425	South View Middle	4	Math
260	Cumberland County Schools	260427	South View High	4	Both
260	Cumberland County Schools	260446	Terry Sanford High	4	Math
260	Cumberland County Schools	260449	Walker-Spivey SP-ED	4	Reading
260	Cumberland County Schools	260454	Westover Middle	4	Both
260	Cumberland County Schools	260455	Westover High	4	Both
280	Dare County Schools	280330	First Flight High	1	Both
290	Davidson County Schools	290314	Extended Day/Alternative School	5	Math
290	Davidson County Schools	290322	E. Lawson Brown Middle	5	Reading
290	Davidson County Schools	290334	Ledford Middle School	5	Math
290	Davidson County Schools	290336	Ledford High School	5	Math
290	Davidson County Schools	290348	North Davidson Senior High	5	Math
290	Davidson County Schools	290367	South Davidson Middle School	5	Both
291	Lexington City Schools	291336	Lexington Senior High School	5	Both
292	Thomasville City Schools	292320	Thomasville Middle School	5	Math
292	Thomasville City Schools	292324	Thomasville High School	5	Math
300	Davie County Schools	300312	Davie County High School	7	Both
300	Davie County Schools	300325	North Davie Middle School	7	Math
300	Davie County Schools	300337	William Ellis Middle School	7	Math
310	Duplin County Schools	310344	East Duplin High School	2	Math
310	Duplin County Schools	310352	James Kenan High School	2	Math
310	Duplin County Schools	310392	Wallace-Rose Hill High School	2	Math
320	Durham Public Schools	320306	Brogden Middle	3	Both
320	Durham Public Schools	320312	Jordan High School	3	Both
320	Durham Public Schools	320313	Easley Elementary	3	Math
320	Durham Public Schools	320316	Carrington Middle	3	Math
320	Durham Public Schools	320317	City of Medicine Academy	3	Math
320	Durham Public Schools	320322	Durham PLC	3	Math
320	Durham Public Schools	320323	Durham School of the Arts	3	Math
320	Durham Public Schools	320325	Hillside High School	3	Both
320	Durham Public Schools	320336	DPS Hospital School	3	Both
320	Durham Public Schools	320340	Little River Elementary	3	Math
320	Durham Public Schools	320341	Lakeview School	3	Both
320	Durham Public Schools	320356	Northern High School	3	Both
320	Durham Public Schools	320365	Riverside High School	3	Both
320	Durham Public Schools	320366	Githens Middle	3	Both
320	Durham Public Schools	320368	Southern High School	3	Both
320	Durham Public Schools	320700	Southern Engineering	3	Math
320	Durham Public Schools	320701	Hillside New Tech	3	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
32D	Kestrel Heights Sch	32D000	Kestrel Heights School	3	Math
32K	Central Park School For Child	32K000	Central Park School for Child	3	Math
330	Edgecombe County Schools	330310	Roberson Center for Educational Achievement	3	Math
330	Edgecombe County Schools	330324	C.B. Martin Middle School	3	Both
330	Edgecombe County Schools	330328	North Edgecombe High	3	Both
330	Edgecombe County Schools	330340	South Edgecombe Middle School	3	Both
330	Edgecombe County Schools	330348	West Edgecombe Middle	3	Both
330	Edgecombe County Schools	330350	SouthWest Edgecombe High School	3	Both
340	Forsyth County Schools	340332	Career Center	5	Both
340	Forsyth County Schools	340334	Cash Elementary	5	Math
340	Forsyth County Schools	340364	East Forsyth High	5	Math
340	Forsyth County Schools	340382	R B Glenn High	5	Both
340	Forsyth County Schools	340392	Hanes Middle	5	Both
340	Forsyth County Schools	340420	Kernersville Middle	5	Math
340	Forsyth County Schools	340454	Mt. Tabor High	5	Math
340	Forsyth County Schools	340472	Old Richmond Elementary	5	Math
340	Forsyth County Schools	340496	Reynolds High	5	Both
340	Forsyth County Schools	340504	Rural Hall Elementary	5	Math
350	Franklin County Schools	350308	Bunn High School	3	Math
350	Franklin County Schools	350312	Cedar Creek Middle School	3	Math
350	Franklin County Schools	350321	Franklinton High School	3	Math
350	Franklin County Schools	350338	Terrell Lane Middle School	3	Math
360	Gaston County Schools	360310	Ashbrook High	6	Math
360	Gaston County Schools	360336	Bessemer City High	6	Math
360	Gaston County Schools	360372	Warlick School	6	Both
360	Gaston County Schools	360396	Forestview High	6	Math
360	Gaston County Schools	360408	W P Grier Middle	6	Both
360	Gaston County Schools	360426	Holbrook Middle	6	Reading
360	Gaston County Schools	360431	John Chavis Middle	6	Reading
360	Gaston County Schools	360432	Kiser Elementary	6	Math
360	Gaston County Schools	360456	Mount Holly Middle	6	Math
360	Gaston County Schools	360470	North Gaston High	6	Both
360	Gaston County Schools	360499	Springfield Primary	6	Math
360	Gaston County Schools	360500	Stanley Middle	6	Math
360	Gaston County Schools	360514	William C Friday Middle	6	Math
370	Gates County Schools	370312	Gates County High School	1	Math
390	Granville County Schools	390322	Granville Central High School	3	Math
390	Granville County Schools	390324	J.F. Webb High School	3	Math
390	Granville County Schools	390334	Northern Granville Middle School	3	Math
400	Greene County Schools	400308	Greene Central High School	2	Both
400	Greene County Schools	400312	Greene County Middle School	2	Both
410	Guilford County Schools	410304	Alamance Elementary	5	Math
410	Guilford County Schools	410319	T Wingate Andrews High	5	Math
410	Guilford County Schools	410358	Eastern Guilford High	5	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
410	Guilford County Schools	410382	Gibsonville Elementary	5	Math
410	Guilford County Schools	410394	Grimsley High	5	Math
410	Guilford County Schools	410442	Kiser Middle	5	Math
410	Guilford County Schools	410460	Eastern Middle	5	Both
410	Guilford County Schools	410463	Mendenhall Middle	5	Math
410	Guilford County Schools	410483	Middle College High at NC A&T	5	Math
410	Guilford County Schools	410484	Northeast Guilford High	5	Math
410	Guilford County Schools	410487	Northeast Guilford Middle	5	Reading
410	Guilford County Schools	410547	Southeast Guilford High	5	Math
410	Guilford County Schools	410562	Southwest Guilford High	5	Math
410	Guilford County Schools	410565	Southwest Guilford Middle	5	Math
410	Guilford County Schools	410595	Western Guilford High	5	Both
421	Roanoke Rapids City Schools	421316	Roanoke Rapids High School	3	Both
430	Harnett County Schools	430330	Coats-Erwin Middle	4	Both
430	Harnett County Schools	430332	Dunn Middle	4	Reading
430	Harnett County Schools	430345	STAR Academy (Alternative School)	4	Math
430	Harnett County Schools	430346	Harnett Central High	4	Both
430	Harnett County Schools	430347	Harnett Central Middle	4	Both
430	Harnett County Schools	430370	Overhills Middle	4	Both
430	Harnett County Schools	430371	Overhills High	4	Math
430	Harnett County Schools	430378	Triton High	4	Both
430	Harnett County Schools	430384	Western Harnett High	4	Math
430	Harnett County Schools	430386	Western Harnett Middle	4	Both
440	Haywood County Schools	440320	Canton Middle School	8	Reading
440	Haywood County Schools	440396	Waynesville Middle School	8	Math
450	Henderson County Schools	450334	Hendersonville High	8	Math
450	Henderson County Schools	450343	Balfour Education Center	8	Math
460	Hertford County Schools	460320	Hertford County High School	1	Both
460	Hertford County Schools	460340	C S Brown Student Dev. Center	1	Math
470	Hoke County Schools	470312	Hoke County High School	4	Both
470	Hoke County Schools	470342	Turlington School	4	Math
490	Iredell-Statesville Schools	490346	North Iredell High School	7	Math
490	Iredell-Statesville Schools	490354	Statesville High School	7	Math
491	Mooresville City Schools	491303	East Mooresville Intermediate School	7	Math
491	Mooresville City Schools	491306	Mooresville Intermediate School	7	Math
500	Jackson County Schools	500324	Jackson County School of Alternatives	8	Math
500	Jackson County Schools	500340	Smoky Mountain High School	8	Math
510	Johnston County Schools	510324	Clayton High	3	Math
510	Johnston County Schools	510342	Four Oaks Middle	3	Math
510	Johnston County Schools	510358	McGee's Crossroads Elementary	3	Math
510	Johnston County Schools	510381	South Campus Community Middle	3	Math
510	Johnston County Schools	510399	Smithfield-Selma High	3	Both
510	Johnston County Schools	510402	South Johnston High	3	Both
510	Johnston County Schools	510406	West Johnston High	3	Math

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
520	Jones County Schools	520320	Jones Senior High School	2	Math
530	Lee County Schools	530306	Bragg Street Academy	4	Math
530	Lee County Schools	530314	East Lee Middle	4	Math
530	Lee County Schools	530336	Lee County High School	4	Both
530	Lee County Schools	530343	Southern Lee High School	4	Math
540	Lenoir County Schools	540315	Kinston High	2	Math
540	Lenoir County Schools	540324	North Lenoir High	2	Math
550	Lincoln County Schools	550308	Asbury Alternative School	6	Math
550	Lincoln County Schools	550322	East Lincoln Middle School	6	Math
550	Lincoln County Schools	550368	West Lincoln High School	6	Math
560	Macon County Schools	560350	Union Academy	8	Math
590	McDowell County Schools	590330	McDowell High	8	Both
600	Mecklenburg County Schools	600302	Ardrey Kell High School	6	Both
600	Mecklenburg County Schools	600305	Alexander Middle School	6	Math
600	Mecklenburg County Schools	600313	Bailey Middle School	6	Math
600	Mecklenburg County Schools	600316	Barringer Elementary School	6	Math
600	Mecklenburg County Schools	600351	Coulwood Middle School	6	Math
600	Mecklenburg County Schools	600362	David Cox Road Elementary	6	Math
600	Mecklenburg County Schools	600377	East Mecklenburg High School	6	Both
600	Mecklenburg County Schools	600394	Bradley Middle School	6	Both
600	Mecklenburg County Schools	600415	Hopewell High School	6	Both
600	Mecklenburg County Schools	600426	Independence High School	6	Both
600	Mecklenburg County Schools	600428	James Martin Middle School	6	Both
600	Mecklenburg County Schools	600434	Kennedy Middle School	6	Both
600	Mecklenburg County Schools	600440	Lebanon Road Elementary	6	Math
600	Mecklenburg County Schools	600442	Legette Blythe Elementary	6	Math
600	Mecklenburg County Schools	600445	Mallard Creek High	6	Math
600	Mecklenburg County Schools	600464	Myers Park Traditional Elem	6	Math
600	Mecklenburg County Schools	600466	Myers Park High School	6	Both
600	Mecklenburg County Schools	600479	Northeast Middle School	6	Math
600	Mecklenburg County Schools	600480	North Mecklenburg High School	6	Both
600	Mecklenburg County Schools	600482	Northwest School Of The Arts	6	Math
600	Mecklenburg County Schools	600487	Oakhurst Elementary School	6	Math
600	Mecklenburg County Schools	600500	Pineville Elementary	6	Math
600	Mecklenburg County Schools	600509	Quail Hollow Middle School	6	Both
600	Mecklenburg County Schools	600516	Reedy Creek Elementary	6	Both
600	Mecklenburg County Schools	600538	Southwest Middle School	6	Math
600	Mecklenburg County Schools	600566	University Meadows Elementary	6	Both
600	Mecklenburg County Schools	600576	West Charlotte High School	6	Both
600	Mecklenburg County Schools	600579	West Mecklenburg High School	6	Both
600	Mecklenburg County Schools	600592	Zebulon B. Vance High School	6	Both
600	Mecklenburg County Schools	600693	Renaissance @ Olympic High	6	Math
600	Mecklenburg County Schools	600696	Int Bus & Comm Studies @ OHS	6	Math
600	Mecklenburg County Schools	600698	New Technology @ GHS	6	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
60G	Queen's Grant Community	60G000	Queen's Grant Community School	6	Math
60K	Charlotte Secondary School	60K000	Charlotte Secondary School	6	Math
610	Mitchell County Schools	610334	Mitchell High	8	Math
620	Montgomery County Schools	620310	Montgomery Learning Academy	4	Math
620	Montgomery County Schools	620339	West Middle School	4	Math
620	Montgomery County Schools	620340	West Montgomery High	4	Reading
630	Moore County Schools	630330	Pinckney Academy	4	Math
630	Moore County Schools	630331	New Century Middle	4	Math
630	Moore County Schools	630332	North Moore High	4	Math
630	Moore County Schools	630336	Pinecrest H.S.	4	Both
630	Moore County Schools	630350	Southern Middle	4	Both
630	Moore County Schools	630360	Union Pines High	4	Math
640	Nash-Rocky Mount Schools	640320	Nash Central Middle	3	Both
640	Nash-Rocky Mount Schools	640329	J R Edwards Middle	3	Both
640	Nash-Rocky Mount Schools	640350	Northern Nash High	3	Math
640	Nash-Rocky Mount Schools	640358	Red Oak Middle	3	Both
640	Nash-Rocky Mount Schools	640361	Rocky Mount High	3	Both
640	Nash-Rocky Mount Schools	640362	Southern Nash Middle	3	Both
640	Nash-Rocky Mount Schools	640364	Southern Nash High	3	Both
650	New Hanover County Schools	650326	Emsley A. Laney High School	2	Both
650	New Hanover County Schools	650327	Eugene Ashley High School	2	Both
650	New Hanover County Schools	650342	John T. Hoggard High School	2	Both
650	New Hanover County Schools	650350	M.C. S. Noble Middle School	2	Math
650	New Hanover County Schools	650352	New Hanover High School	2	Both
650	New Hanover County Schools	650354	Mary C. Mosley Performance Learning Ct	2	Math
670	Onslow County Schools	670340	Richlands High	2	Math
680	Orange County Schools	680304	A.L. Stanback Middle School	5	Math
680	Orange County Schools	680327	Gravelly Hill Middle	5	Math
680	Orange County Schools	680332	Orange High School	5	Both
681	Chapel Hill-Carrboro Schools	681308	Chapel Hill High School	5	Reading
681	Chapel Hill-Carrboro Schools	681309	McDougle Middle School	5	Math
681	Chapel Hill-Carrboro Schools	681322	Culbreth Middle School	5	Math
690	Pamlico County Schools	690316	Pamlico County Middle School	2	Reading
700	Pasquotank County Schools	700308	Elizabeth City Middle School	1	Both
700	Pasquotank County Schools	700310	H. L. Trigg Community School	1	Math
700	Pasquotank County Schools	700317	Northeastern High School	1	Math
700	Pasquotank County Schools	700319	Pasquotank County High School	1	Math
700	Pasquotank County Schools	700322	River Road Middle School	1	Math
710	Pender County Schools	710346	Topsail Middle School	2	Math
730	Person County Schools	730352	Person High School	5	Both
740	Pitt County Schools	740302	A.G. Cox Middle	1	Both
740	Pitt County Schools	740308	Ayden Middle	1	Math
740	Pitt County Schools	740309	Ayden-Grifton High	1	Both
740	Pitt County Schools	740324	C.M. Eppes Middle	1	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
740	Pitt County Schools	740333	D.H. Conley High	1	Math
740	Pitt County Schools	740337	E.B. Aycock Middle	1	Both
740	Pitt County Schools	740340	Farmville Middle	1	Both
740	Pitt County Schools	740344	Farmville Central High	1	Math
740	Pitt County Schools	740362	Hope Middle	1	Math
740	Pitt County Schools	740366	J.H. Rose High	1	Math
740	Pitt County Schools	740374	North Pitt High	1	Math
740	Pitt County Schools	740378	PITT MEMORIAL HOSPITAL	1	Both
740	Pitt County Schools	740388	South Central High	1	Math
760	Randolph County Schools	760318	Eastern Randolph High	5	Math
760	Randolph County Schools	760338	Northeastern Randolph Middle	5	Both
760	Randolph County Schools	760348	Randleman High	5	Math
760	Randolph County Schools	760357	Southeastern Randolph Middle	5	Both
760	Randolph County Schools	760358	Southwestern Randolph High	5	Math
760	Randolph County Schools	760360	Southwestern Randolph Middle	5	Both
760	Randolph County Schools	760378	Archddale Trinity Middle	5	Both
761	Asheboro City Schools	761304	Asheboro High	5	Math
761	Asheboro City Schools	761336	North Asheboro Middle	5	Reading
770	Richmond County Schools	770312	Cordova School	4	Math
770	Richmond County Schools	770328	Hamlet Middle	4	Both
770	Richmond County Schools	770348	Richmond Senior High	4	Both
770	Richmond County Schools	770360	Rockingham Middle	4	Both
780	Robeson County Schools	780325	Fairmont High	4	Both
780	Robeson County Schools	780331	Robeson County Career Center	4	Both
780	Robeson County Schools	780342	Lumberton Sr.	4	Both
780	Robeson County Schools	780391	Red Springs High	4	Both
780	Robeson County Schools	780401	St. Pauls High	4	Both
780	Robeson County Schools	780402	South Robeson High	4	Both
780	Robeson County Schools	780420	Purnell Swett High	4	Both
790	Rockingham County Schools	790314	Dalton McMichael High	5	Math
790	Rockingham County Schools	790330	J. E. Holmes Middle	5	Reading
790	Rockingham County Schools	790366	Reidsville High	5	Math
790	Rockingham County Schools	790374	Reidsville Middle School	5	Reading
790	Rockingham County Schools	790380	Rockingham Middle	5	Both
790	Rockingham County Schools	790394	Western Rockingham Middle	5	Math
800	Rowan-Salisbury Schools	800308	Henderson Independent High	6	Math
800	Rowan-Salisbury Schools	800314	Erwin Middle	6	Both
800	Rowan-Salisbury Schools	800328	Corriher-Lipe Middle	6	Math
800	Rowan-Salisbury Schools	800363	Knox Middle	6	Both
800	Rowan-Salisbury Schools	800376	North Rowan High	6	Math
800	Rowan-Salisbury Schools	800377	North Rowan Middle	6	Both
800	Rowan-Salisbury Schools	800396	Salisbury High	6	Both
800	Rowan-Salisbury Schools	800398	Southeast Middle	6	Math
800	Rowan-Salisbury Schools	800408	West Rowan High	6	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
800	Rowan-Salisbury Schools	800410	West Rowan Middle	6	Math
810	Rutherford County Schools	810324	Chase High	8	Math
810	Rutherford County Schools	810326	Chase Middle	8	Reading
810	Rutherford County Schools	810340	East Rutherford High	8	Math
810	Rutherford County Schools	810384	R-S Central High	8	Math
810	Rutherford County Schools	810386	Rutherford Opportunity Center	8	Math
820	Sampson County Schools	820348	Hobbton High	2	Math
830	Scotland County Schools	830316	East Laurinburg Alt Learning Academy	4	Math
830	Scotland County Schools	830350	Sycamore Lane Middle	4	Both
830	Scotland County Schools	830700	Scotland HS of Health Sciences	4	Math
830	Scotland County Schools	830702	Scotland HS of Visual & Performing Arts	4	Math
830	Scotland County Schools	830704	Scotland HS Leadership & Public Service	4	Math
840	Stanly County Schools	840302	Albemarle High	6	Math
840	Stanly County Schools	840318	Kendall Valley	6	Math
840	Stanly County Schools	840370	Stanly Academy Learning Center	6	Math
850	Stokes County Schools	850338	Piney Grove Middle	5	Math
870	Swain County Schools	870314	Swain High School	8	Math
890	Tyrrell County Schools	890306	Columbia Middle School	1	Math
900	Union County Schools	900314	Monroe Middle	6	Both
900	Union County Schools	900316	Forest Hills High	6	Math
900	Union County Schools	900336	Monroe High	6	Both
900	Union County Schools	900342	Porter Ridge High	6	Math
900	Union County Schools	900344	Parkwood High	6	Math
900	Union County Schools	900346	Parkwood Middle	6	Reading
900	Union County Schools	900365	South Provident Alternative	6	Both
910	Vance County Schools	910364	Southern Vance High School	3	Both
910	Vance County Schools	910370	Northern Vance High School	3	Both
920	Wake County Schools	920316	Apex High	3	Math
920	Wake County Schools	920318	Athens Drive High	3	Both
920	Wake County Schools	920324	Longview	3	Both
920	Wake County Schools	920328	Baucom Elementary	3	Math
920	Wake County Schools	920348	Needham Broughton High	3	Math
920	Wake County Schools	920356	Carnage Middle	3	Math
920	Wake County Schools	920360	Carroll Middle	3	Both
920	Wake County Schools	920368	Cary High	3	Math
920	Wake County Schools	920370	Centennial Middle	3	Both
920	Wake County Schools	920388	Daniels Middle	3	Math
920	Wake County Schools	920391	Davis Drive Middle	3	Math
920	Wake County Schools	920394	Dillard Drive Middle	3	Math
920	Wake County Schools	920399	Durant Road Middle	3	Math
920	Wake County Schools	920400	Reedy Creek Middle	3	Math
920	Wake County Schools	920404	East Garner Middle	3	Both
920	Wake County Schools	920408	East Millbrook Middle	3	Both
920	Wake County Schools	920410	East Wake Middle	3	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
920	Wake County Schools	920412	William G. Enloe High	3	Math
920	Wake County Schools	920417	Forest Pines Elementary	3	Math
920	Wake County Schools	920424	Fuquay-Varina Middle	3	Both
920	Wake County Schools	920428	Fuquay-Varina High	3	Both
920	Wake County Schools	920436	Garner High	3	Both
920	Wake County Schools	920441	Green Hope High	3	Math
920	Wake County Schools	920449	Holly Ridge Elementary	3	Math
920	Wake County Schools	920450	Holly Ridge Middle	3	Math
920	Wake County Schools	920455	Holly Springs High	3	Both
920	Wake County Schools	920457	Holly Grove Elementary	3	Math
920	Wake County Schools	920466	Knightdale High	3	Both
920	Wake County Schools	920468	Lacy Elementary	3	Math
920	Wake County Schools	920471	Leesville Road Middle	3	Math
920	Wake County Schools	920472	Ligon Middle	3	Math
920	Wake County Schools	920473	Leesville Road High	3	Math
920	Wake County Schools	920492	Martin Middle	3	Math
920	Wake County Schools	920494	Middle Creek Elementary	3	Math
920	Wake County Schools	920495	Middle Creek High	3	Math
920	Wake County Schools	920500	Millbrook High	3	Both
920	Wake County Schools	920506	Moore Square Museum Magnet Middle	3	Both
920	Wake County Schools	920508	Mount. Vernon	3	Math
920	Wake County Schools	920512	North Garner Middle	3	Both
920	Wake County Schools	920522	Oak Grove Elementary	3	Math
920	Wake County Schools	920526	Panther Creek High	3	Math
920	Wake County Schools	920528	Phillips High	3	Math
920	Wake County Schools	920530	Penny Road Elementary	3	Both
920	Wake County Schools	920552	Sanderson High	3	Math
920	Wake County Schools	920562	Southeast Raleigh High	3	Both
920	Wake County Schools	920568	Swift Creek Elementary	3	Math
920	Wake County Schools	920572	Underwood Elementary	3	Reading
920	Wake County Schools	920588	Wake Forest-Rolesville High	3	Both
920	Wake County Schools	920592	Wake Forest-Rolesville Middle	3	Both
920	Wake County Schools	920595	Wakefield High	3	Both
920	Wake County Schools	920598	Weatherstone Elementary	3	Math
920	Wake County Schools	920600	Wendell Elementary	3	Math
920	Wake County Schools	920604	West Cary Middle	3	Math
920	Wake County Schools	920606	West Lake Elementary	3	Math
920	Wake County Schools	920607	West Lake Middle	3	Math
920	Wake County Schools	920608	West Millbrook Middle	3	Reading
920	Wake County Schools	920620	Wiley Elementary	3	Math
920	Wake County Schools	920700	E Wake School of Health Science	3	Math
920	Wake County Schools	920701	E Wake School of Integrated Technology	3	Math
920	Wake County Schools	920702	E Wake School of Arts Education	3	Math
92P	Southern Wake Academy	92P000	Southern Wake Academy	3	Math

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region	Subject Area Cited for Improvement
930	Warren County Schools	930352	Warren County High School	3	Both
950	Watauga County Schools	950336	Watauga High School	7	Math
960	Wayne County Schools	960331	Eastern Wayne Middle	2	Math
960	Wayne County Schools	960335	Goldsboro High	2	Math
960	Wayne County Schools	960340	Greenwood Middle	2	Math
960	Wayne County Schools	960348	Mount Olive Middle	2	Both
960	Wayne County Schools	960360	Norwayne Middle	2	Math
970	Wilkes County Schools	970315	Central Wilkes Middle	7	Reading
970	Wilkes County Schools	970356	North Wilkes High	7	Math
970	Wilkes County Schools	970358	North Wilkes Middle	7	Reading
970	Wilkes County Schools	970389	West Wilkes Middle	7	Both
980	Wilson County Schools	980306	Milton M. Daniels Learning Center	3	Both
980	Wilson County Schools	980336	Fike High School	3	Both
980	Wilson County Schools	980342	Hunt High School	3	Math
990	Yadkin County Schools	990340	Yadkin Success Academy	7	Both

LEAs in LEA Improvement

School districts are held to the same reading and mathematics proficiency goals for student groups. School-based AYP results cannot be combined to calculate district AYP results. The SBE has adopted 40 students' scores as the minimum number of scores to be statistically reliable and valid for AYP purposes at the school level. This number is based on the students that meet the definition of a full academic year. In some cases, a student group is under 40 at the school level, but at 40 or above at the district level. In other cases, a student may not have been at a particular school for 140 days (full academic year), but may have been in the district for 140 days. This means that some students' scores are part of AYP calculations at the district level, but not at the school level. Thus, it is possible for a district to not make AYP, even though its individual schools do. LEAs in LEA Improvement must take certain measures, such as setting aside 10 percent of their Title I allotment for professional development purposes.

The minimum N count used in determining the AYP status of LEAs is 40, or 1% of the tested students, whichever is greater. This minimum N will be applied in each LEA to grades 3 through 8 as a group and high school as a group. However, in order for an LEA to enter Improvement Status, the LEA must **<u>not make</u>** AYP in the same subject area (reading/language arts or mathematics even if because of the 95% rule) or other academic indicator in each of the following grade spans [3-5, 6-8, and high school] for two consecutive years.

LEA Improvement Status for 2010-11

(based on 2009-10 data)

(Data as of 08/03/10)

An LEA that makes all targets in any of the three grade spans in the subject identified for improvement for two consecutive years exits improvement status.

LEAs Exiting Improvement Status (28 LEAs)

LEA Code	LEA Name	SBE Region
120	Burke County Schools	7
140	Caldwell County Schools	7
160	Carteret County Public Schools	2
600	Charlotte-Mecklenburg Schools	6
240	Columbus County Schools	4
260	Cumberland County Schools	4
290	Davidson County Schools	5
300	Davie County Schools	7
310	Duplin County Schools	2
210	Edenton/Chowan Schools	1
340	Forsyth County Schools	5
360	Gaston County Schools	6
410	Guilford County Schools	5
470	Hoke County Schools	4
490	Iredell-Statesville Schools	7
510	Johnston County Schools	3
530	Lee County Schools	4
540	Lenoir County Public Schools	2
650	New Hanover County Schools	2
700	Pasquotank County Schools	1
760	Randolph County Schools	5
810	Rutherford County Schools	8
840	Stanly County Schools	6
900	Union County Public Schools	6
910	Vance County Schools	3
930	Warren County Schools	3
980	Wilson County Schools	3
990	Yadkin County Schools	7

LEAs in Improvement Status for the 2010-11 School Year

LEAs that miss any target - not necessarily the same target - in each of three grade spans, 3-5, 6-8, and high school, in the same subject for two consecutive years enter LEA Improvement.

LEA Code	LEA Name	SBE Region	Math	Reading	Sanction Level
010	Alamance-Burlington Schools	5	3	0	3
040	Anson County Schools	6	5	0	5
111	Asheville City Schools	8	2	0	2
070	Beaufort County Schools	1	2	0	2
090	Bladen County Schools	4	5	0	5
100	Brunswick County Schools	2	3	0	3
110	Buncombe County Schools	8	3	0	3
130	Cabarrus County Schools	6	5	0	5
170	Caswell County Schools	5	2	0	2
190	Chatham County Schools	5	5	0	5
250	Craven County Schools	2	4	0	4
320	Durham Public Schools	3	5	6	6
330	Edgecombe County Public School	3	4	4	4
420	Halifax County Schools	3	4	5	5
430	Harnett County Schools	4	3	0	3
460	Hertford County Schools	1	3	5	5
181	Hickory City Schools	7	1	0	1
500	Jackson County Schools	8	1	0	1
291	Lexington City Schools	5	3	0	3
630	Moore County Schools	4	3	0	3
640	Nash-Rocky Mount Schools	3	5	6	6
670	Onslow County Schools	2	3	0	3
680	Orange County Schools	5	3	0	3
740	Pitt County Schools	1	3	3	3
770	Richmond County Schools	4	3	7	7
780	Robeson County Schools	4	4	6	6
790	Rockingham County Schools	5	2	2	2
800	Rowan-Salisbury Schools	7	0	6	6
820	Sampson County Schools	2	3	0	3
920	Wake County Schools	3	2	0	2
940	Washington County Schools	1	2	0	2
960	Wayne County Public Schools	2	4	0	4
970	Wilkes County Schools	7	0	4	4

	Level	Number in that level of sanction
1 = First year of improvement	1	2
2 = Second year of improvement	2	6
3 = Third year of improvement	3	10
4 = Fourth year of improvement	4	4
5 = Fifth year of improvement	5	6
6= Sixth year of improvement	6	4
7= Seventh year of improvement	7	1
Total		**33**

IV. ABCs Recognition and Schedule of Recognition Events

ABCs Recognition

Top schools around the State receive special recognition as part of the ABCs of Public Education. There are three levels of recognition in the student growth area and three levels of recognition for student performance. All K-12 schools that meet their expected growth standard at the school level and have at least 60% of students meeting their individual growth standards are deemed high growth and receive a certificate of achievement. All K-12 schools meeting their school growth standard are considered as having met expected growth and receive a certificate.

For student performance, *Honor Schools of Excellence* is the designation for those schools where at least 90% of the students' test scores are at or above grade level and the school made expected growth (as a minimum). In addition, these schools have met adequate yearly progress (AYP) as required by federal legislation, No Child Left Behind. *Schools of Excellence* is the designation for those schools where at least 90% of the students' test scores are at or above grade level, the school made expected growth (as a minimum) but did not meet AYP. These schools will receive a banner to hang in the school and a certificate of achievement. Schools in which 80 - 89% of students' test scores are at or above grade level and met at least expected growth are designated as *Schools of Distinction*. They receive a certificate and a plaque.

Local school systems, traditionally, celebrate the successes of individual schools and school systems in the ABCs in a variety of ways, including school-wide celebrations and community recognition events. Teachers, parents, students, administrators and community leaders have proudly participated in these local celebrations. Local districts and schools are encouraged to continue to engage their communities in recognizing the progress of their public schools.

Note: Comparisons across years should be made with caution due to the evolution of the model as reflected in the footnotes below.

Category	1996-97[2] K-8 #	%	1997-98[3] K-8 #	%	HS #	%	1998-99[4] K-8/HS #	%	1999-00 K-8/HS #	%	2000-01 K-8/HS #	%	2001-02 K-8/HS #	%	2002-03 K-8/HS #	%	2003-04 K-8/HS #	%	2004-05[10] K-8/HS #	%
Honor Schools of Excellence[5]																	563	25.2	496	22
Schools of Excellence	12	0.7	24	1.4	0	0	50	2.5	73	3.5	171	7.9	300	13.7	473	21.3	33	1.5	43	1.9
Schools of Distinction[6]	158	9.7	289	16.8	1	0.2	408	20.6	509	24.1	640	29.7	647	29.5	886	39.9	640	28.7	608	27
Schools Making High Growth[7]	531	32.5	1,137	66	265	63.2	1,156	58.2	956	45.2	521	24.1	779	35.5	1,618	72.9	785	35.2	585	26
Schools Making Expected Growth	395	24.2	308	17.9	83	19.8	456	23	520	24.6	769	35.6	863	39.3	476	21.4	891	39.9	974	43.2
Schools Not Making Expected Growth[8]	706	43.3	276	16	65	15.5	371	18.7	639	30.2	865	40.1	552	25.2	127	5.7	556	24.9	695	30.8
Low-Performing Schools	123	7.5	15	0.9	15	3.6	13	0.7	44	2.1	31	1.4	19	0.9	6	0.3	2	0.1	4	0.2
Made Expected or High Growth	926	56.7	1,445	83.9	348	83.1	1,612	81.2	1,476	69.8	1,290	59.7	1,642	74.8	2,094	94.3	1,676	75.1	1,559	69.2
Total ABCs Schools[9]	1,632		1,722		419		1,985		2,115		2,158		2,194		2,221		2,232		2,254	

Category	2005-06[11] K-8/HS		2006-07[11] K-8/HS		2007-08[11] K-8/HS		2008-09[11] K-8/HS		2009-10[11] K-8/HS	
	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence[5]	64	2.7	84	3.5	29	1.2	122	4.9	201	8.1
Schools of Excellence	5	0.2	9	0.4	4	0.2	5	0.2	15	0.6
Schools of Distinction[6]	305	13.0	461	19.2	205	8.5	500	20.2	717	28.8
Schools Making High Growth[7]	263	11.2	586	24.3	1,330	55.0	976	39.5	1,304	52.3
Schools Making Expected Growth	1,013	43.1	1,145	47.6	654	27.0	1,025	41.5	887	35.6
Schools Not Making Expected Growth[8]	1,077	45.8	676	28.1	434	17.9	471	19.1	300	12.0
Low-Performing Schools	54	2.3	45	1.9	100	4.1	75	3.0	16	0.6
Made Expected or High Growth	1,276	54.2	1,731	71.9	1,984	82.1	2,001	80.9	2,191	88.0
Total ABCs Schools[9]	2,353		2,407		2,418		2,472		2,491	

[1]ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, and 2007-08 reflect State Board of Education actions through October 2, 1997, October 1, 1998, October 7, 1999, October 5, 2000, November 1, 2001, October 3, 2002, September 10, 2003, October 6, 2004, November 3, 2005, December 7, 2006, October 9, 2007, January 12, 2009, October 1, 2009, and October 7, 2010, respectively.

2The first year of implementation of the ABCs was in 1996-97; only K-8 schools were included in the model.

3The ABCs high school model was first implemented in 1997-98. (Schools whose grades spanned K-12 were included in statistical summaries for both K-8 and high schools, so there is duplication in these counts.)

4The comprehensive ABCs model has been applied since 1998-99; there is no duplication in these counts.

5Honor Schools of Excellence, approved by the SBE in 2003-04, refers to Schools of Excellence that met AYP.

6Beginning in 2002, *Schools of Distinction* were required to make at least expected growth for the first time.

7*High Growth* was referred to as *Exemplary Growth* prior to 2002.

8*Schools Not Making Expected Growth* was included in two categories prior to 2002: *Schools Receiving No Recognition* and *Low Performing Schools*.

9*Total ABCs Schools* is the total number of schools participating in the ABCs for a given year; this total does not reflect the sum of the column; *Schools of Excellence*, *Schools of Distinction*, and *Low-Performing* Schools are not exclusive categories and may include schools that appear in other categories.

[10]All totals for 2004-05 do not include grade 6 reading in growth calculations; however, grade 6 reading is used in performance composite calculations.

[11]ABCs results for 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 are based on a revised accountability model and are not comparable to those from previous years. In 2008-09, retest results for End-of-Grade assessments in grades 3-8 were incorporated into the ABCs performance composite, which makes these results not comparable to those of previous years. In 2009-10, retest results for End-of-Grade and End-of-Course assessments were incorporated into the ABCs performance composite, which makes these results not comparable to those of previous years.

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs
State Board of Education ... Department of Public Instruction
Academic Services and Instructional Support

LEA Codes

010	Alamance-Burlington	260	Cumberland	510	Johnston	770	Richmond
020	Alexander	270	Currituck	520	Jones	780	Robeson
030	Alleghany	280	Dare	530	Lee	790	Rockingham
040	Anson	290	Davidson	540	Lenoir	800	Rowan-Salisbury
050	Ashe	291	Lexington City	550	Lincoln	810	Rutherford
060	Avery	292	Thomasville City	560	Macon	820	Sampson
070	Beaufort	300	Davie	570	Madison	821	Clinton City
080	Bertie	310	Duplin	580	Martin	830	Scotland
090	Bladen	320	Durham	590	McDowell	840	Stanly
100	Brunswick	330	Edgecombe	600	Mecklenburg	850	Stokes
110	Buncombe	340	Winston-Salem/Forsyth	610	Mitchell	860	Surry
111	Asheville City	350	Franklin	620	Montgomery	861	Elkin City
120	Burke	360	Gaston	630	Moore	862	Mount Airy City
130	Cabarrus	370	Gates	640	Nash-Rocky Mount	870	Swain
132	Kannapolis City	380	Graham	650	New Hanover	880	Transylvania
140	Caldwell	390	Granville	660	Northampton	890	Tyrrell
150	Camden	400	Greene	670	Onslow	900	Union
160	Carteret	410	Guilford	680	Orange	910	Vance
170	Caswell	420	Halifax	681	Chapel Hill-	920	Wake
180	Catawba	421	Roanoke Rapids City		Carrboro City	930	Warren
181	Hickory City	422	Weldon City	690	Pamlico	940	Washington
182	Newton Conover City	430	Harnett	700	Elizabeth City/	950	Watauga
190	Chatham	440	Haywood		Pasquotank	960	Wayne
200	Cherokee	450	Henderson	710	Pender	970	Wilkes
210	Edenton-Chowan	460	Hertford	720	Perquimans	980	Wilson
220	Clay	470	Hoke	730	Person	990	Yadkin
230	Cleveland	480	Hyde	740	Pitt	995	Yancey
240	Columbus	490	Iredell-Statesville	750	Polk	209	Cherokee Central (Federal)
241	Whiteville City	491	Mooresville City	760	Randolph	269	Fort Bragg/Camp Lejeune
250	Craven	500	Jackson	761	Asheboro City		(Federal)

V. North Carolina Accountability Program Update

North Carolina Accountability Program Update

2010-11 and Beyond Update

The Department of Public Instruction (DPI) continues to work on the implementation of the Accountability and Curriculum Reform Effort (ACRE) in response to the State Board of Education's (SBE) *Framework for Change*. Several events have occurred that will affect the work of ACRE in the years ahead.

1. The SBE adopted the Common Core State Standards and will be working on getting school personnel familiar with the new content standards.
2. DPI is developing new assessments based on the new standards to be in effect for the 2012-13 school year.
3. DPI also is participating in the development of new assessments through membership in the SMARTER Balanced Assessment Consortium. Assessments developed through the consortium will be available starting with the 2014-15 school year.
4. The SBE is completing discussions of a new accountability model for the state that focuses on getting all students college and career ready. The new model will be implemented in its entirety in the 2013-14 school year although some aspects may be implemented sooner.
5. The United States Department of Education (USED) will be completing its peer review of each state's cohort graduation rate procedures, processes and calculations. Once completed, the USED may require some changes to how North Carolina does this work.
6. The United States Congress, within the next year, is expected to reauthorize the Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind (NCLB). This reauthorization will likely call for changes in how schools are evaluated at the federal level.
7. DPI is developing technology enhanced items for spring 2011 item tryouts in English II, U.S. History, and Biology end-of-course assessments.