



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

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G.S. 115C-12(25)

Statewide Consolidated Assistance Program

HB 2436 (Sec.7.3a-7.3b)

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HB 1473, 2007 Budget Act

2011-12 School Year

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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 sixteenth year of ABCs results for schools, report on statewide system of support, Annual Measureable Objects (AMOs) results as required by No Child Left Behind (NCLB), and schools identified as low performing.

The ABCs/AMO report for the 2011-12 school year was released electronically through the Internet. The ABCs/AMO Report and Supplemental Disaggregated State, School System and School Performance results were made available on August 2, 2012, 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 the Sixteenth Year ABCs Results	1
	• Executive Summary of ABCs/AMO Results.....	2
	• Results of School Building Appeals	8
	• Evolution of the ABCs.....	9
II.	Turning Around North Carolina's Lowest-Achieving Schools	18
	• Turning Around North Carolina's Lowest-Achieving Schools (TALAS) ...	19
	• Turning Around the Lowest-Achieving Districts	30
	• Halifax Consent Order	31
	• Final Results of North Carolina Turnaround 2006–2012	35
	• Other Initiatives Related to Turning Around Low-Achieving Schools	39
	• Low-Performing Schools Under ABCs	40
III.	Response to NCLB.....	41
	• Title I Schools.....	42
	• Priority Schools.....	44
	• Focus Schools	46
	• Reward Schools	49
IV.	ABCs Recognition and Schedule of Recognition Activities	52
	• ABCs Recognition	53
	• ABCs Results – Sixteenth -Year Summary Chart	54
	• LEA Codes.....	56
V.	North Carolina Accountability Program Update	57
	• North Carolina Accountability Program Update	58

I. Update of Sixteenth Year of ABCs Results

The ABCs of Public Education: 2011-12 Growth and Performance of North Carolina Public Schools

Executive Summary (December, 2012)

Statistical Summary of Results

ABCs Growth and Performance Results

For the 2011-12 school year, 2,482 public schools in North Carolina were assigned an ABCs status. These included regular public schools spanning combinations of grades K-12, charter schools, and alternative schools. The statewide results appear in Table 1.

Eighteen (18) 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. Twenty-Eight (28) schools had insufficient data to be assigned an ABCs status; three schools were in violation of the 95 percent participation rule.

Table 1. 2011-12 ABCs Results						
Category	High Growth	Expected Growth	Less than Expected	Alternative Schools	Row Total	Row Percent*
Honor Schools of Excellence	210	70			280	11.3
Schools of Excellence	10	3			13	0.5
Schools of Distinction	435	269			704	28.4
Schools of Progress	391	458			849	34.2
No Recognition Schools			373	37	410	16.5
Priority Schools	24	52	84		160	6.4
Low-Performing Schools			15		15	0.6
Total (Regular Schools)	1,070	852	472			
Alternative	21	30	37		88	3.5
Total (Regular and Alternative Schools)	1,091	882	509		2,482	
Percent	44.0	35.5	20.5		100	
No ABCs Status						
No Status					18	
Insufficient Data					28	
Unresolved					0	
Violated 95% Rule					3	
Total Number of Schools					2,531	
Percent Meeting at Least Expected Growth Standard	79.5					

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

AMO Results

The Annual Measurable Objectives (AMOs) results are presented below for 2,520 of the state's schools. Table 2 shows the number and percent of the schools that met all AMOs.

Table 2. 2011-12 AMO Results for Schools			
		Number	Percent
Met All AMOs		1,169	46.4
Did Not Meet All AMOs		1,351	53.6
Total		2,520	100.0

Among the 1,083 Title I schools, 415 (38.3%) met all AMOs.

AMO results are presented by ABCs categories in Table 3. Schools must have received an ABCs status and have AMO targets 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. 2011-12 School AMOs by ABCs Recognition Categories					
Category	Met All AMOs		Did Not Meet All AMOs		Total
	Number	Percent	Number	Percent	Number
Honor Schools of Excellence	280	100.0	NA	NA	280
Schools of Excellence	NA	NA	13	100.0	13
Schools of Distinction	526	74.7	178	25.3	704
Schools of Progress	195	23.0	654	77.0	849
No Recognition	118	29.3	285	70.7	403
Priority Schools	8	5.0	152	95.0	160
Low Performing Schools	NA	NA	15	100.0	15
Expected Growth	359	40.8	521	59.2	880
High Growth	662	60.7	429	39.3	1,091
NA=Not Applicable					

Presentation of School Results

Results of the 2011-12 ABCs are presented online at <http://abcs.ncpublicschools.org/abcs>. AMO 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 Accountability, teaching the Basics with an emphasis on high educational standards, and maximum local Control.

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 2011-12, the attainment of ABCs growth standards was calculated as usual, but incentive awards were suspended for the fourth consecutive year because of the state’s economic condition. The ABCs recognition categories were continued in the normal manner, except Adequate Yearly Progress (AYP) determinants were replaced with Annual Measureable Objectives (AMOs). A school had to meet all of its designated AMOs, meet expected growth, and have a 90 percent or above performance composite to meet the criteria for Honor School of Excellence.

The Grade 10 writing test was eliminated from the ABCs effective with the 2011-12 school year.

Participating schools

All schools with sufficient data are included in the report. K-2 schools participating in the ABCs received their ABCs 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. An alternative school can only receive an ABCs designation of High Growth, Expected Growth, or No Recognition.

There were 18 special education schools, vocational/career schools, and hospital schools that did not receive an ABCs status.

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 2011-12, one of the components for calculating school growth (expected and high) in previous years was changed so that the ABCs five-year cohort graduation rate (compared to a two-year baseline) replaced dropout rate. The other components remained the same and 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 and (b) change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study

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

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 elect to take the retest at their parents' request. The higher of the two scores (initial or retest) was used in the calculation of the ABCs performance composite and in the calculation to determine whether or not an AMO target was met for reading and mathematics. Retest scores were not included in calculating growth; only the initial test score was used to evaluate growth.

AMO Analyses

For AMO determination, end-of-course test scores for Algebra I and English I are used in the year the student is enrolled in the 10th grade, and end-of-course test scores for Biology are used the year the student is enrolled in the 11th grade. For students who took the assessments prior to the designated grade, their banked scores are used.

Four modifications for reporting AMO results were implemented in 2011-12:

1. The NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met.
2. The ESEA waiver specified AMO targets will be used for reporting. These targets are (1) based on 2010-11 data and (2) identified for each federally reported subgroup for reading and for mathematics. Per the flexibility waiver approved by the U.S. Department of Education, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years. The targets are available at <http://www.ncpublicschools.org/accountability/reporting/abc/2011-12/>.

3. A school had to meet all of its designated AMOs, meet expected growth, and have a 90 percent or above performance composite to meet the criteria for Honor School of Excellence.
4. The Cohort Graduation Rate (CGR) for 4-year and 5-year is reported by subgroups.

AMO Criteria

NCLB requires reporting of the number of AMO targets for each school and the number and percent met. The AMO targets are set for the following subgroups: School as a whole; American Indian; Asian; Black; Hispanic; Two or More Races; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities Schools must have at least a 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the State's percent proficient targets in reading and in mathematics. 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 AMOs* (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 2011-12 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 met all designated AMOs. 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 meet all designated AMOs. 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). These schools 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). These schools 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 2011-12 school year.

Evolution of the ABCs

(Updated August 1, 2012)

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.
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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.
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1996

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

1997-98 (continued)

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.
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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.
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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.
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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.

2000-01 (continued)

- 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 (NCAAI) and the Computerized Adaptive Testing System were approved by SBE to be pilot tested and included in ABCs Volume II Report.
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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.)
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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.

2002-03 (continued)

- 70. North Carolina Alternate Assessment Portfolio (NCAAP) scoring revised to yield Reading and Mathematics scores.
 - 71. The ABCs Report, The ABCs of Public Education 2002-2003 Growth and Performance of North Carolina Schools was made available in electronic format on DPI website. No hardcopy reports were published.
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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 $\frac{1}{4}$ 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.
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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 $\frac{1}{4}$ 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 statute from the summer of 2004.
 - 82. SBE approves Report of 2004-05 ABCs with sixth grade reading excluded from the growth calculations.
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2005-06

- 83. New editions of the mathematics End-of-Grade assessments were implemented along with new (higher) standards in grades 3-8.
- 84. New ABCs growth formulas for all grades and subjects were implemented.

2005-06 (continued)

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.
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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.
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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.
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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%).
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.)

2008-09 (continued)

- 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.
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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.
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2010-11

- 120. New AYP proficiency targets for meeting annual measurable objectives (AMOs) were implemented for grades 3-8 reading, grades 3-8 mathematics, grade 10 reading/language arts, and grade 10 mathematics per North Carolina's approved Accountability Workbook.
 - 121. "Pacific Islanders" students were included with "All Students" per new federal regulations.
 - 122. The "Multiracial" subgroup was reported as "Two or More Races" per new federal regulations.
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2011-12

- 123. On May 31, 2012, the USED approved North Carolina's request for flexibility from some of the requirements of NCLB. Thus, NCDPI no longer designates each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI reported the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met.

2011-12 (continued)

124. The ESEA waiver specified AMO targets were used for reporting. These targets were (1) based on 2010-11 data and (2) identified for each federally reported subgroup for reading and for mathematics. Per the flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years. The targets are located at <http://www.ncpublicschools.org/accountability/reporting/abc/2011-12/>.
125. A school had to meet all of its designated AMOs, meet expected growth, and have a 90 percent or above performance composite to meet the criteria for Honor Schools of Excellence.
126. The Cohort Graduation Rate (CGR) for 4-year and 5-year was reported by subgroups.
127. The Grade 10 writing test was eliminated from the ABCs effective with the 2011-12 school year.
128. The ABCs five-year cohort graduation rate (compared to a two-year baseline) replaced dropout rate as one of the components for calculating school growth.
129. The Civics and Economics and U. S. History End-of-Course (EOC) assessments were eliminated in compliance with Senate Bill 202 S.L. 2009-451.

II. Turning Around North Carolina's Lowest-Achieving Schools

Turning Around North Carolina's Lowest-Achieving Schools (TALAS)

In 2010, North Carolina earned one of twelve Race to the Top (RttT) grants awarded by the U.S. Department of Education. In part, these funds have been made available to stimulate and strengthen states' efforts to turn around their lowest-achieving schools. In its successful application, North Carolina detailed a plan to scale up support for its lowest-achieving schools by leveraging RttT funds to significantly expand its successful district and school turnaround and transformation work already underway across the state. With this award, North Carolina is able to enhance the efforts of the Department of Public Instruction's District and School Transformation Division, extending the remarkable success established in North Carolina Turnaround, to implement a comprehensive program that targets low-achieving schools and responds to state and federal legislation and requirements, as well as North Carolina's own judicial and executive direction.

Building on the framework established under the successful North Carolina Turnaround initiative, TALAS provides support to the lowest-achieving 5% of elementary, middle, and high schools, as well as 12 of the lowest-achieving school districts in North Carolina. The goal of the TALAS initiative is to increase achievement in all North Carolina schools identified to a proficiency level of a minimum of 60%.

The primary goals of TALAS include the following:

- Dramatically improve achievement in the lowest 5% of schools in North Carolina where performance composites are below 60% (111 schools)
- Dramatically improve graduation rates in high schools with graduation rates below 60% (9 schools)
- Raise district-wide performance in those districts with a high concentration of the state's lowest-achieving schools (12 districts with 180 schools)

This provides new opportunities for students in the lowest-achieving schools and districts to attend schools that will better support their achievement and lead to successful graduation and college and career readiness.

More specifically, the initial goal for the lowest-achieving 5% of North Carolina schools is to increase student achievement to a performance composite or graduation rate that exceeds 60%, meeting judicial expectations under Leandro. A secondary goal for TALAS is to help schools continue to progress beyond the minimum requirements until all North Carolina schools are preparing all children to graduate globally competitive for work, postsecondary education, and life in the 21st century.

Data show that, when compared to the highest-achieving schools in North Carolina, the schools targeted by TALAS face unique challenges that require significant support.

Demographic Comparisons Between Highest- and Lowest-Achieving Schools

	% Minority Students	% Economically Disadvantaged Students	% Students With Disabilities	% Limited English Proficient Students
Top 5%	25%	21%	9%	3%
Bottom 5%	85%	89%	15%	5%

North Carolina Race to the Top Application; based on 2008-09 data

Performance of RttT Schools at Midpoint of Grant

There is considerable evidence of success for many of the TALAS schools at the midpoint of the grant. This evidence gives confidence that the majority of the schools will meet and exceed the target of 60% proficiency by the end of the grant period. Those schools that have already exceeded 60% are given some discretion in requirements. Those schools still under 60% at the midpoint are receiving enhanced support, especially if proficiency is still below 50%. Again, 60% is a minimum proficiency goal, with the true aim of TALAS to assist the schools in reaching much higher proficiency levels.

Proficiency of the 118 Schools at RttT Midpoint (2011-12)

	Beginning of RttT	Midpoint of RttT
Above 60%	7 schools	39 schools
50 – 60%	54 schools	52 schools
Below 50%*	57 schools	16 schools
Closed		10 schools

* West Charlotte did not test at least 95% of its students and does not have a reported Performance Composite for 2011-12.

Graduation Rates of the 9 High Schools at RttT Midpoint (2011-12)

	Beginning of RttT	Midpoint of RttT
Above 60%		5 schools
50 – 60%	8 schools	2 schools
Below 50%	1 school	
Closed		2 schools

Longitudinal Performance Composite Data for the 118 Schools Identified Under Race to the Top

Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (107 Schools)*	1	3	12	52	30	7	1	1
2010-11 (116 Schools)**	1	9	23	64	15	2	2	0
2009-10 (118 Schools)	2	6	49	54	2	4	1	0

* Ten schools closed during the 2011-12 school year. They used school closure as their transformation strategy. West Charlotte did not test at least 95% of its students and does not have a reported Performance Composite for 2011-12.

** E E Waddell and West Mecklenburg High did not test at least 95% of their respective students and do not have reported Performance Composite for 2010-11.

Longitudinal Data for the Graduation Rate Schools Identified Under Race to the Top

Graduation Rate	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (7 Schools)*	0	0	0	2	3	2	0	0
2010-11 (9 Schools)	1	0	0	2	4	1	1	0
2009-10 (9 Schools)	1	0	0	8	0	0	0	0

* Atkins Computer Tech and E E Waddell closed.

Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (6 Schools)**	0	0	0	1	3	1	1	0
2010-11 (7 Schools)***	0	1	0	1	3	0	2	0
2009-10 (9 Schools)	1	0	1	0	2	4	1	0

** E E Waddell and Atkins Computer Tech closed. West Charlotte did not test at least 95% of its students and does not have a reported Performance Composite for 2011-12.

*** E E Waddell and West Mecklenburg did not test at least 95% of their respective students and do not have reported Performance Composite for 2010-11.

High Growth of the 118 RttT Schools

The Race to the Top grant provides an achievement-based compensation model for teachers and principals in the state's 118 lowest achieving schools. Bonuses are provided to all certified personnel in the 118 persistently low-achieving schools which achieved a higher than expected growth. There were 23 schools that achieved high growth in 2010-11 (bonus paid in 2011-12) and 35 schools designated as achieving high growth in 2011-12.

LEA Name	School Name	2010-11 High Growth	2011-12 High Growth
Anson County Schools	Anson High School		Yes
Anson County Schools	Morven Elementary		Yes
Asheboro City Schools	Charles W McCrary Elementary	Yes	
Charlotte-Mecklenburg Schools	Billingsville Elementary	Yes	Yes
Charlotte-Mecklenburg Schools	Bruns Academy	Yes	
Charlotte-Mecklenburg Schools	Martin Luther King Jr Middle	Yes	Yes
Charlotte-Mecklenburg Schools	Pawtuckett Elementary	Yes	
Charlotte-Mecklenburg Schools	Sedgefield Elementary		Yes
Charlotte-Mecklenburg Schools	Thomasboro Academy		Yes
Charlotte-Mecklenburg Schools	West Mecklenburg High		Yes
Durham Public Schools	Fayetteville Street Elementary		Yes
Durham Public Schools	Hillside High		Yes
Durham Public Schools	Southern School of Energy and Sustainabi		Yes
Durham Public Schools	Spring Valley Elementary	Yes	
Durham Public Schools	W G Pearson Elementary	Yes	
Durham Public Schools	Y E Smith Elementary	Yes	Yes
Elizabeth City-Pasquotank Public Schools	P W Moore Elementary	Yes	
Forsyth County Schools	Forest Park Elementary		Yes
Forsyth County Schools	Philo-Hill Magnet Acadent	Yes	
Gaston County Schools	Pleasant Ridge Elementary	Yes	Yes
Gaston County Schools	Woodhill Elementary		Yes
Greene County Schools	Greene Central High		Yes
Greene County Schools	Greene County Middle		Yes
Guilford County Schools	Andrews High	Yes	Yes
Guilford County Schools	Fairview Elementary	Yes	
Guilford County Schools	Foust Elementary	Yes	
Guilford County Schools	Oak Hill Elementary	Yes	
Guilford County Schools	Smith High		Yes
Guilford County Schools	Union Hill Elementary	Yes	Yes

LEA Name	School Name	2010-11 High Growth	2011-12 High Growth
Halifax County Schools	Northwest High		Yes
Halifax County Schools	Southeast Halifax High		Yes
Halifax County Schools	William R Davie Middle		Yes
Hertford County Schools	CS Brown High	Yes	
Hertford County Schools	Riverview Elementary		Yes
Hickory City Schools	Hickory Career & Arts Magnet High School	Yes	
Pitt County Schools	North Pitt High	Yes	
Pitt County Schools	Northwest Elementary		Yes
Pitt County Schools	Pactolus	Yes	Yes
Pitt County Schools	Wellcome Middle		Yes
Public Schools of Robeson County	Fairgrove Middle		Yes
Public Schools of Robeson County	Townsend Middle		Yes
Richmond County Schools	Mineral Springs Elementary	Yes	
Rockingham County Schools	Lawsonville Ave Elem		Yes
Rowan-Salisbury Schools	North Rowan High		Yes
Scotland County Schools	SHS-Visual & Performing Arts	Yes	
Tyrrell County Schools	Columbia High		Yes
Union County Public Schools	Rock Rest Elementary		Yes
Washington County Schools	Pines Elementary		Yes
Wayne County Public Schools	Goldsboro High		Yes
Wilson County Schools	Beddingfield High	Yes	Yes
Wilson County Schools	Vick Elementary	Yes	

Performance Data Over Three Years for the 118 RttT Schools

2009-10 data identified school in bottom 5 percent of schools in North Carolina or as high school with graduation rate below 60%.

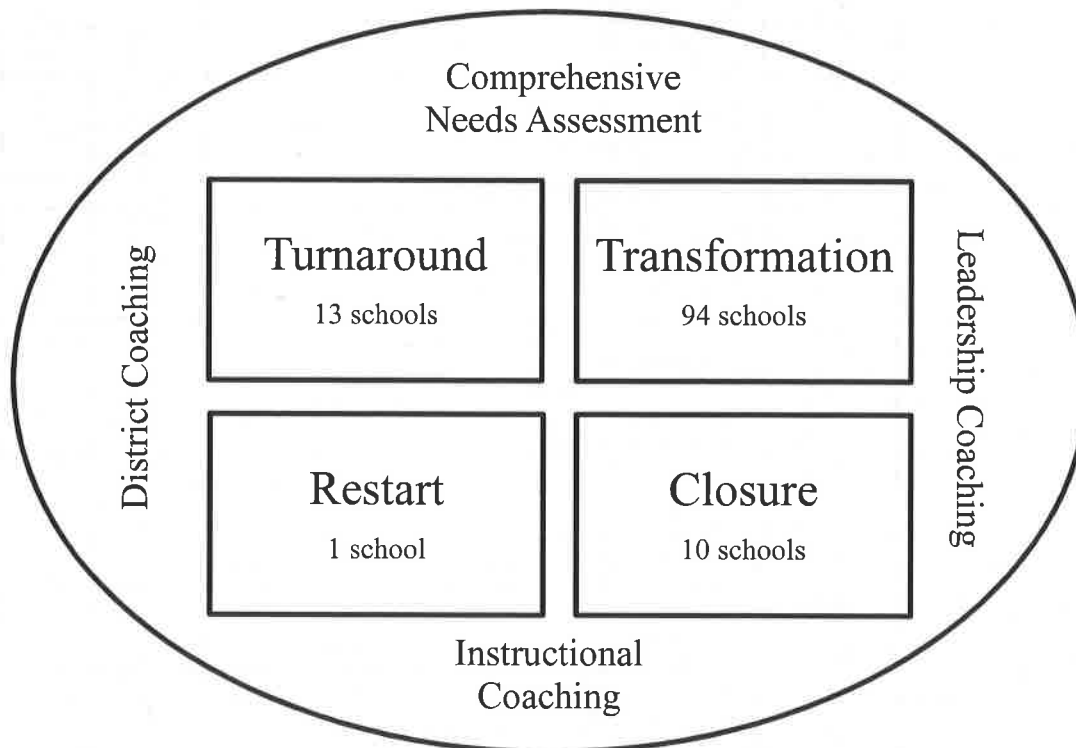
LEA	School Code	School Name	2009-10 Race to the Top (RttT) Performance Composite	2010-11 Performance Composite	2011-12 Performance Composite
Alamance-Burlington	010303	Alamance-Burlington Middle College	58.1	73.7	70.0
Alamance-Burlington	010326	Eastlawn Elementary	46.7	56.1	54.1
Alamance-Burlington	010357	Haw River Elementary	49.8	52.5	50.0
Anson	040306	Anson High School	46.3	46.6	61.4
Anson	040309	Anson Middle	50	51.1	44.8
Anson	040324	Morven Elementary	40.6	48.6	56.8
Anson	040330	Wadesboro Elementary	51.2	57.9	50.0
Asheboro	761320	Charles W McCrary Elementary	49.8	54.3	51.7
Caldwell	140396	Whitnel Elementary	51.4	61.4	72.1
Charlotte-Mecklenburg	600335	Billingsville Elementary	36.5	49.6	60.1
Charlotte-Mecklenburg	600541	Bishop Spaugh Community Middle	43.7	49	
Charlotte-Mecklenburg	600489	Bruns Academy	48.8	54.5	47.3
Charlotte-Mecklenburg	600374	Druid Hills Academy	44.1	45.6	45.2
Charlotte-Mecklenburg	600376	E E Waddell High	71	-	
Charlotte-Mecklenburg	600386	Hawthorne High	40.2	32.9	35.0
Charlotte-Mecklenburg	600581	J T Williams Middle	43.7	39.8	
Charlotte-Mecklenburg	600448	Martin Luther King Jr Middle	50.4	58.7	62.9
Charlotte-Mecklenburg	600495	Pawtucket Elementary	50	56.8	
Charlotte-Mecklenburg	600517	Reid Park Academy	44	50.5	43.6
Charlotte-Mecklenburg	600519	Sedgefield Elementary	51.4	50	61.0
Charlotte-Mecklenburg	600553	Thomasboro Academy	52.4	52	56.5
Charlotte-Mecklenburg	600574	Walter G Byers School	45.5	37.8	54.9
Charlotte-Mecklenburg	600576	West Charlotte High	72.2	68.4	44.4*
Charlotte-Mecklenburg	600579	West Mecklenburg High	72.2	-	68.6
Columbus	240318	Boys and Girls Homes	31.9	30.6	59.0
Duplin	310336	Warsaw Elementary	48.3	58.5	59.7
Durham	320314	Chewning Middle	43.7	47.4	53.6
Durham	320310	Eastway Elementary	50.4	54.8	58.5
Durham	320344	Fayetteville Street Elementary	52.2	56.1	63.3
Durham	320320	Glenn Elementary	46.1	47.2	51.2
Durham	320325	Hillside High	55.4	53.8	66.3
Durham	320346	Lowe's Grove Middle	47.7	54.1	56.6
Durham	320355	Neal Middle	48.6	52.5	54.9
Durham	320368	Southern School of Energy and Sustainability	43	46.8	55.1
Durham	320376	Spring Valley Elementary	50	61.2	69.6
Durham	320388	W G Pearson Elementary	50	58.8	50.6
Durham	320400	Y E Smith Elementary	45.2	48	61.8
Edgecombe	330312	Coker-Wimberly Elementary	44	50	50.4
Edgecombe	330334	Princeville Montessori	45.3	55.9	50.0
Edgecombe	330330	W A Pattillo A+ Elementary Sch	52.1	54.4	50.9
Elizabeth	700320	P W Moore Elementary	50.3	60	63.8
Forsyth	340330	Carver High	53.2	57.8	50.9
Forsyth	340351	Cook Elementary	44.1	41.5	38.3
Forsyth	340368	Easton Elementary	48	48.7	50.0
Forsyth	340376	Forest Park Elementary	44.7	52.9	57.5
Forsyth	340396	Hill Middle	45.8	43.7	45.6
Forsyth	340490	Petree Elementary	46.3	51.2	51.7
Forsyth	340492	Philo-Hill Magnet Acadent	47.3	53.7	53.1
Forsyth	340700	Sch Computer Technology Atkins	45.6	50.7	
Forsyth	340701	Sch of Biotechnology Atkins	49.1	53.2	
Forsyth	340702	Sch Pre-Engineering Atkins	50	50	
Gaston	360480	Pleasant Ridge Elementary	50	59.6	67.7
Gaston	360520	Woodhill Elementary	43.3	42.9	58.4
Greene	400308	Greene Central High	56.7	59.8	69.0

LEA	School Code	School Name	2009-10 Race to the Top (RtT) Performance Composite	2010-11 Performance Composite	2011-12 Performance Composite
Greene	400312	Greene County Middle	51.1	57.7	62.8
Guilford	410319	Andrews High	52.1	57.8	64.6
Guilford	410355	Dudley High	57.5	60.3	63.8
Guilford	410364	Fairview Elementary	49.6	56.2	58.3
Guilford	410373	Foust Elementary	50	56.2	50.9
Guilford	410499	Oak Hill Elementary	45.8	65.2	70.2
Guilford	410511	Parkview Village Elementary	44.5	40.8	47.6
Guilford	410544	Smith High	57.7	54.9	68.3
Guilford	410580	Union Hill Elementary	44.9	54.2	53.2
Guilford	410598	Wiley Elementary	41.4	52	70.7
Halifax	420304	Aurelian Springs Elementary	50	50	55.1
Halifax	420316	Dawson Elementary	31.3	30.7	39.5
Halifax	420324	Enfield Middle	41.8	43.2	42.6
Halifax	420328	Everetts Elementary	50	41.5	45.8
Halifax	420340	Inborden Elementary	25.8	24.7	29.6
Halifax	420346	Northwest High	42	44.8	60.0
Halifax	420348	Pittman Elementary	50	48	54.3
Halifax	420356	Scotland Neck Primary	50	50	50.0
Halifax	420358	Southeast Halifax High	38.5	36.1	68.9
Halifax	420376	William R Davie Middle	38.5	36.8	43.6
Hertford	460340	CS Brown High	56.1	69.7	94.4
Hertford	460318	Hertford County Middle	53	54.3	59.4
Hertford	460332	Riverview Elementary	52.1	50.4	59.3
Hickory	181318	Hickory Career & Arts Magnet High School	18.2	38.8	51.1
Hoke	470330	Hawk Eye Elementary	48.4	54.2	57.2
Hyde	480307	Mattamuskeet High	57.5	56.5	
Lenoir	540325	Northeast Elementary	49.6	52.8	52.0
Lenoir	540330	Rochelle Middle	52.8	50.8	51.2
Lenoir	540338	Southeast Elementary	48.8	52.5	52.6
Nash-Rocky	640326	D S Johnson Elementary	45.5	50	53.2
Nash-Rocky	640354	O R Pope Elementary	50	50	57.7
Nash-Rocky	640396	Williford Elementary	50	47.2	43.7
New Hanover	650384	A H Snipes Academy of Arts/Des	44.7	47.6	45.8
Pitt	740310	Belvoir Elementary	50.3	52.4	53.3
Pitt	740374	North Pitt High	69.1	62.9	68.8
Pitt	740375	Northwest Elementary	38.8	44.6	66.3
Pitt	740376	Pactolus	49.6	56	61.4
Pitt	740382	Sadie Saulter Elementary	47.4	37.7	
Pitt	740402	Wellcome Middle	52.9	57.3	57.9
Richmond	770344	Mineral Springs Elementary	50.6	63.1	64.9
Robeson	780324	Fairgrove Middle	44.2	50	63.5
Robeson	780341	Lumberton Junior High	52.9	59.5	58.8
Robeson	780344	Magnolia Elementary	50.1	64.5	54.6
Robeson	780393	Red Springs Middle	44	55.5	60.1
Robeson	780408	Southside/Ashpole Elem	50	66.2	63.3
Robeson	780410	Townsend Middle	43.6	57.9	56.2
Rockingham	790322	Draper Elementary	50	59	59.8
Rockingham	790338	Lawsonville Ave Elem	51.6	53.8	61.4
Rowan-Salisbury	800363	Knox Middle	51.1	46	50.6
Rowan-Salisbury	800376	North Rowan High	53	58.2	56.9
Scotland	830702	SHS-Visual & Performing Arts	56.2	58	
Thomasville	292318	Thomasville Primary	51.2	54.2	56.5
Tyrrell	890304	Columbia High	80.1	80.1	77.5
Union	900351	Rock Rest Elementary	47.6	53.7	71.8
Vance	910376	L B Yancey Elementary	50.3	60.2	63.7
Washington	940314	Pines Elementary	49.2	49.8	62.3

LEA	School Code	School Name	2009-10 Race to the Top (RTT) Performance Composite	2010-11 Performance Composite	2011-12 Performance Composite
Washington	940328	Washington County Union	51.6	50.9	49.0
Wayne	960326	Dillard Middle	52.9	53.2	52.8
Wayne	960335	Goldsboro High	61.3	63.1	69.8
Weldon	422318	Weldon Middle	52.5	55.5	54.6
Weldon	422700	Weldon STEM High	57.7	63	73.8
Wilson	980318	Beddingfield High	79.6	82.3	89.0
Wilson	980356	Margaret Hearne Elementary	50	65.1	58.7
Wilson	980357	Vick Elementary	50.7	73	68.0

Implementation Strategies

Receipt of the Race to the Top award required North Carolina to transition to the U.S. Department of Education reform models: turnaround, restart, closure, and transformation. Under North Carolina Turnaround, there was more flexibility in reform initiatives but with a USED model, every element of the model must be implemented by the end of the grant. North Carolina G. S. 115C-105.37 aligns the work of the Department of Public Instruction with these models by authorizing the State Board of Education to approve requests from local boards of education to reform low-achieving schools by using the transformation, restart, turnaround, or school closure model. The following table outlines the model selected by the 118 schools.



The Race to the Top award has enabled the District and School Transformation Division, which is responsible for providing management and oversight for the TALAS initiative, to expand and enhance its services to additional low-achieving schools and districts. Each district was required by USED to select one of the four USED models for each identified school. Then, to ensure the successful implementation of the model and embed strategies that will lead to long-term sustained progress for the school, the school and LEA work collaboratively with the District and School Transformation Division which provides both professional development and direct in-school, customized coaching support designed to develop the leadership capacity of central office staff, principals, and teachers. Following are strategies implemented by the division to achieve the goals of TALAS:

Comprehensive Needs Assessments

To date, Comprehensive Needs Assessments have been conducted in all schools participating in the TALAS initiative. These assessments involve the collection and analysis of data to assess schools' processes, procedures, and instructional practices and their impact on student learning. Prior to the assessment, professional development is provided to principals and central office staff that explains:

- the Comprehensive Needs Assessment process;
- the rubric by which the school/central office is evaluated;
- personnel's role in the assessment; and
- preparation of a Self-Evaluation that begins the review process.

The site visit conducted as part of the process consists of:

- collaborative discussions with school and district leadership;
- classroom visits; and
- focus group sessions with teachers, students, and parents.

The assessment culminates with a report that:

- triangulates the evidence found during the assessment process;
- is written in draft form and sent to school and district leadership for a check of factual accuracy; and
- is finalized and provided to district, school, and Department of Public Instruction leaders.

Coaching for Sustainable Change

In addition to the information provided through a comprehensive assessment, transformation coaches are provided to the RttT schools and districts. Transformation coaches have the specific responsibility to build the capacity of teachers, principals, and superintendents to implement and sustain reform and innovation and to ensure that all students graduate prepared for college and work.

School Leadership Coaching

School Transformation Coaches (STCs) have been assigned to work with principals of the RttT schools and to develop these principals as instructional leaders consistent with the North Carolina Standards for School Executives. These coaches are former principals who have successfully turned around a low-achieving school, and who are knowledgeable about state and federal accountability models; understand change management processes; have the capacity to realize potential and provide support to ensure success; understand alignment of curriculum, instruction, and assessment; and have effective interpersonal skills. Responsibilities of the STCs include:

- 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; and
- modeling effective, research-based instructional practices.

Instructional Coaching

Instructional Coaches (ICs) have been assigned to provide on-site support for classroom teachers. This coaching is designed to develop teachers as leaders who take responsibility for the progress of all students, a focus which is consistent with the North Carolina Professional Teaching Standards. ICs have had successful experiences as classroom teacher leaders; are knowledgeable of state and federal accountability models; demonstrate a thorough understanding of the North Carolina Standard Course of Study; and have expertise in best instructional practices, classroom management, effective professional development, and curricular alignment. The responsibilities of the ICs include:

- providing on-site, job-embedded professional development;
- leading change to advance student achievement;
- modeling classroom instructional strategies;
- communicating with school and district leadership, District and School Transformation Coaches, as well as Department of Public Instruction staff; and
- building capacity and developing structures that support sustainable improvement and change.

Customized Support

USED requires schools selecting the Transformation or Turnaround model to implement a list of specific strategies. The chart below outlines some of the North Carolina efforts to meet those requirements. In addition to the requirements below, schools implementing Turnaround must replace at least 50% of the teaching staff. Examples of these are illustrated below:

Transformation Strategy	Activity
Provide strong leadership by determining if principal should be replaced	<ul style="list-style-type: none"> 96% of principals in RttT schools have been replaced
Implement rigorous teacher and principal evaluation system	<ul style="list-style-type: none"> North Carolina Educator Evaluation system has been implemented for teachers and principals 6th standard that uses student growth as a factor has been added, with plans for reporting in the development stage
Identify and reward staff who are increasing student achievement; support those needing assistance; remove those who do not improve after receiving assistance	<ul style="list-style-type: none"> Incentive program has been established in RttT schools DST provides professional development to guide effective implementation of the new evaluation process
Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> North Carolina has established a recruitment incentive for TALAS schools North Carolina has increased the number of Teach for America Corps members in high needs schools North Carolina has established a North Carolina Teacher Corps to serve in high-needs subject areas and grade levels in low-achieving districts
Select and implement an instructional model designed to meet student needs	<ul style="list-style-type: none"> All TALAS schools and districts will receive a Comprehensive Needs Assessment Coaches assist schools with connecting the data from the Comprehensive Needs Assessment to strategies for redesigning instruction to meet student needs
Provide staff with ongoing, high-quality, job-embedded professional development	<ul style="list-style-type: none"> DST provides professional development for school leaders Coaches support the school by conducting multiple professional development activities based on identified school needs
Ensure continuous use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Coaches support schools in utilizing data to drive decisions and support instructional change
Provide increased learning time	<ul style="list-style-type: none"> North Carolina increased the number of student days in an academic year from 180 to 185
Provide an ongoing mechanism for community and family engagement	<ul style="list-style-type: none"> DST provides a team of trained coaches to support districts in developing community and family engagement plans and strategies
Partner to provide social-emotional and community-oriented services and supports	<ul style="list-style-type: none"> DST provides a team of trained coaches to support districts in developing social-emotional and community-oriented services and supports
Provide sufficient operating flexibility to implement reform	<ul style="list-style-type: none"> DST staff work individually with district superintendents to encourage and develop their leadership in nurturing school reform
Ensure ongoing technical assistance	<ul style="list-style-type: none"> Coaches consistently assist low-achieving schools and districts

Turning Around the Lowest-Achieving Districts

In addition to the 118 schools, the lowest 10% of the 115 North Carolina school districts with aggregate performance composites of less than 65% are targeted for support as well. These districts have clusters of low-achieving schools. Specific support is targeted to assisting these districts develop the productive connections necessary to support enhanced student achievement district wide. Greene and Halifax have made very significant progress and all but one of the 12 districts have made positive gains over the two year period. Moving a district composite score is more challenging than increasing an individual school.

Performance Data Over Three Years for the 12 RttT Districts

2009-10 data identified district in the bottom 10% of North Carolina districts.

LEA	2010 Percent Proficient	2011 Percent Proficient	2012 Percent Proficient
Durham Public Schools*	63.7	64.1	68.0
Hertford County Schools*	63.8	64.9	66.2
Warren County Schools*	63.4	65.4	65.7
Robeson County Schools*	62.8	65.6	65.6
Greene County Schools*	55.3	61.0	65.0
Northampton County Schools*	61.3	66.0	64.5
Weldon City Schools*	56.8	62.7	62.3
Thomasville City Schools*	59.0	62.9	60.8
Washington County Schools*	56.1	55.3	59.8
Edgecombe County Public School*	61.0	60.9	59.2
Anson County Schools*	55.5	56.1	55.9
Halifax County Schools*	40.6	40.3	47.3

District Transformation provides support at three levels within the district: district leadership, school leadership, and classroom instruction. This support is delivered through a coaching model:

1. A district transformation coach works with the superintendent and central office staff;
2. School transformation coaches support principals; and
3. Instructional coaches assist teachers.

District Transformation Coaches (DTCs) have been assigned to work with the superintendents in each of the twelve RttT school districts. These coaches have had successful experience as a superintendent or central office administrator and have strong interpersonal skills, knowledge about state and federal accountability models, and an understanding of the change process.

Responsibilities of the DTCs include:

- 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; and
- encouraging and monitoring the use of research-based best practices.

Halifax Consent Order

In 2009, under the Leandro decision, the court directed the State Board of Education to assume a greater role in ensuring a better quality of education in the state's lowest achieving district, Halifax. Student proficiency levels in this county were significantly below any other district in the state. To address this issue, a consent order was signed between the State Board of Education and the Halifax school district. On behalf of the State Board of Education, District and School Transformation staff advises the Halifax board and staff on decisions related to personnel, finance, and curriculum. Significant progress is being made in student achievement as reflected in the data table below. Routine reports are made to the court on the efforts to turn around the Halifax school system.

The plan designed for Halifax County Schools includes the following components:

1. ensure that every classroom is staffed with a highly-qualified teacher capable of providing instruction in the North Carolina Standard Course of Study;
2. ensure that every school is led by a well-trained, competent principal ;
3. ensure that every school has the resources necessary to support effective instructional programs;
4. provide job-embedded professional development and coaching designed to build the capacity of the teaching and administrative staff; and
5. increase instructional time by adding thirty minutes to the school day for all grades K-8, and adding two instructional days to the school calendar for all grades K-12 to provide literacy/numeracy-focused tutoring for both enrichment and remediation.

Since 2009 significant changes have occurred in the district. There is a new superintendent, and 10 of 11 principals have been replaced. There also has been a significant change in the teaching staff. As a result of both personnel changes and new instructional strategies implemented, proficiency has increased district wide. The two high schools have made dramatic gains in student achievement. New reading strategies implemented in 2011-12 should yield elementary reading gains in 2012-13.

Following are longitudinal data for schools in Halifax County:

School Name	Percent Proficient 2009	Percent Proficient 2010	Percent Proficient 2011	Percent Proficient 2012	Grad Rate 2009	Grad Rate 2010	Grad Rate 2011	Grad Rate 2012
Halifax County Schools	37.2	40.5	40.3	47	55	70	72	76
Aurelian Springs Elementary	44.3	50	50	55.1				
Dawson Elementary	32.8	31.3	30.7	39.5				
Everetts Elementary	40.6	50	41.5	45.8				
Hollister Elementary	51.6	54	54.6	51				
Inborden Elementary	31.8	25.8	24.7	29.6				
McIver Elementary	33.1							
Pittman Elementary	53.2	50	48	54.3				
Scotland Neck Primary	52.3	50	50	50				
Brawley Middle	36.5							
Eastman Middle	50							
Enfield Middle	35.2	41.8	43.2	42.6				
William R Davie Middle	37.5	38.5	36.8	43.6				
Northwest High	36.1	42.3	44.8	60**	57.8	69.4	73.8	73.9
Southeast Halifax High	28.4	38.6	36.1	68.9**	58.9	72.6	71.5	78.1

* SNP grade span goes up to 3rd grade. No growth data for 3rd grade **North CarolinaEXTEND1 10th Grade Scores are included

Measures of Academic Progress (MAP) Benchmark Data

3rd Grade Reading	Measures of Academic Progress September 2011	Measures of Academic Progress March 2012	MAP % at or above typical growth	MAP % Predicted Proficient on EOG	EOG Performance Reading 2012	Reading 3D March 2011 % of 2nd Grade on Grade Level	School EOG Performance Reading 2012
Aurelian Springs	B-2 (183.1)	B-3 (192.5)	45.8	40.0	58.3	43.9	48.1
Dawson	M-1 (174.4)	M-2 (185.7)	60.0	6.3	6.3	46	26.1
Everetts	M-1 (172.8)	M-2 (186.7)	61.2	30.9	37.5	60	46.3
Hollister	M-2 (183.8)	M-3 (195.1)	55.6	52.8	58.3	76.6	47.7
Inborden	E-1 (176.5)	M-2 (185.4)	50.0	28.1	28.1	49	28.4
Pittman	M-2 (186.1)	E-3 (199.5)	76.0	62.1	58.6	37.6	53.8
Scotland Neck	B-2 (180.5)	M-3 (195.4)	80.0	42.9	27.6	89.2	28.4
4th Grade Reading	Measures of Academic Progress September 2011	Measures of Academic Progress March 2012	MAP % at or above typical growth	MAP % Predicted Proficient on EOG	EOG Performance Reading 2012		School EOG Performance Reading 2012
Aurelian Springs	M-3 (195.2)	B-4 (200.1)	49.2	47.6	44.9		48.1
Dawson	B-3 (191.1)	B-3 (191.6)	26.3	35.9	26.8		26.1
Everetts	B-3 (193.3)	B-4 (201.4)	54.7	50.9	44.6		46.3
Hollister	B-3 (189.9)	B-4 (199.3)	62.8	48.8	52.4		47.7
Inborden	M-2 (186.6)	B-3 (193.5)	44.4	30.3	25.4		28.4
Pittman	B-3 (192.5)	B-4 (200.2)	60.9	50.0	34.8		53.8
Scotland Neck							
5th Grade Reading	Measures of Academic Progress September 2011	Measures of Academic Progress March 2012	MAP % at or above typical growth	MAP % Predicted Proficient on EOG	EOG Performance Reading 2012		School EOG Performance Reading 2012
Aurelian Springs	M-4 (203.6)	M-4 (206.1)	39.4	38.8	41.1		48.1
Dawson	B-3 (192.7)	M-3 (197.7)	42.0	25.0	31.5		26.1
Everetts	B-4 (199.9)	M-4 (205.1)	44.8	41.0	55.4		46.3
Hollister	M-3 (195.4)	B-4 (202.2)	58.1	34.4	30.3		47.7
Inborden	M-3 (195)	B-4 (200.9)	55.6	21.5	31.8		28.4
Pittman	B-4 (201.4)	E-4 (207)	60.7	46.4	64.3		53.8
Scotland Neck							

B – Beginning of year

M – Middle of year

E – End of year

Ex. B-2 would mean that MAP data determined students are reading at beginning of 2nd grade level.

Ex. E-3 would mean that MAP data determined student are reading at end of 3rd grade level.

Example interpretation of the first row of data: Aurelian Springs 3rd grade students tested in September 2011 and were shown to be reading at the beginning of a 2nd grade level. They tested again in March of 2012 and were shown to be reading at the beginning of a 3rd grade level. Thus, they improved a year's worth of reading between September and March.

Specific Strategies Being Implemented in Halifax County

District-Wide Initiatives:

- Two (2) additional instructional days included in the school calendar
- Extended the length of the school day for K-8
- Week-long Summer Professional Development focused on North Carolina Standard Course of Study (Common Core State Standards and North Carolina Essential Standards)
- Job-embedded professional development
- Monthly Leadership Academies for administrators
- Beginning teacher support programs
- Academic Coaching Support in key areas
 - Elementary school reading
 - Middle School mathematics and English-Language Arts
 - High School End-of-Course Subject Areas: English II, Algebra I, biology
- Common District Assessments to identify student needs and strengths to provide more targeted instructional focus
- Measures of Academic Progress (MAP) Benchmark in Reading, Math, Language Usage, and Science (5th and 8th grades only) to diagnose student instructional level in grades 2 through 9
- Completion of all financial audits
- Outreach to stakeholders through Community Forums

Elementary Initiatives:

- Implementation of Daily Five; small group literacy instruction focused on Read to Self, Read to Someone, Listening to Reading, Word Works, and Work on Writing
- Implementation of Targeted Reading Intervention (TRI); intense phonics intervention for K-1 students struggling with reading
- Continued use of state literacy assessment, Reading 3D to plan classroom instruction and grouping
- In-class Instructional Coach support in grades 2 through 4
- School-level Professional Learning Communities
- Universal Breakfast Program

Secondary Initiatives:

- Intervention time to provide additional support based on student needs
- District and school-level Professional Learning Communities
- In-class Instructional Coach support in Grade 6 and End-of-Course testing subjects
- Lunch and after-school tutorials
- 1:1 Digital Conversion Initiative; helping students improve technology and information processing skills
- AVID: a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance

Final Results of North Carolina Turnaround 2006 – 2012

Data from the North Carolina Turnaround initiative, led by the North Carolina Department of Public Instruction's District and School Transformation Division, demonstrate significant and dramatic results. In 2006, 66 high schools were targeted for support due to low percentages of students demonstrating proficiency on End-of-Course tests: proficiency percentages ranged from 20% to 60%. By 2011-2012, all but 5 schools have met or exceeded the intermediate goal of 60% proficiency. At three of the 66 schools, more than 90% of their students are demonstrating proficiency, while more than 80% of students are proficient at 16 schools, and more than 70% of students are proficient at 15 schools.

The results of three research studies add evidence demonstrating the effectiveness of the North Carolina Turnaround initiative. A study by Thompson, Brown, Townsend, Henry, and Fortner (2011) found that services provided by the North Carolina Turnaround initiative made a significant contribution to improved performance in the high schools served. While the initial growth in student performance was modest, gains grew progressively larger over the course of the intervention. In another study conducted by Banks, Bodkin, and Heissel (2011), the North Carolina Turnaround initiative was found to be associated with increased passing rates on End-of-Course tests, improved school leadership and support, strengthened teacher leadership, enhanced school culture, and additional time devoted to preparation and collaboration. A third study conducted by McFarland and Preston (2010) showed that support provided through the North Carolina Turnaround initiative was associated with increases in student performance and decreases in short-term suspensions.

Longitudinal Performance Composite Data for the 66 High Schools in North Carolina Turnaround								
Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (64 schools)*	0	0	2*	3	25*	15	16	3
2010-11 (63 schools)**	0	1	3	7	19	19	11	3
2009-10 (65 schools)***	0	1	3	11	14	24	12	0
2008-09 (68 schools)	2	5	11	20	21	9	0	0
2007-08 (68 schools)****	0	9	17	27	13	1	1	0
2006-07 (65 schools)*****	1	9	35	18	2	0	0	0

* E E Waddell closed in 2011-12. West Charlotte and Harding University High did not test at least 95% of their respective students and do not have an officially reported Performance Composite for 2011-12.

** E E Waddell and West Mecklenburg High did not test at least 95% of their respective students and did not have an officially reported Performance Composite for 2010-11.

***Garinger, Northampton High West and Weldon closed in 2009-10.

**** Northampton High West STEM and Weldon STEM opened in 2007-08.

***** Academy at High Point Central was part of the original 66 high schools but did not have an officially reported Performance Composite for 2006-07.

Comment: As part of the turnaround strategy, new schools were created and schools were closed; therefore, there are periods where the school total was no longer 66.

Longitudinal Graduation Rate Data for the 66 High Schools in North Carolina Turnaround								
Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (64 schools)*	0	0	0	2	7	23	28	4
2010-11 (65 schools)	0	0	0	3	7	30	21	4
2009-10 (65 schools)**/***	0	0	0	5	22	22	12	4
2008-09 (66 schools)	0	0	1	8	28	22	5	2
2007-08 (66 schools)	0	0	4	8	26	27	1	0
2006-07 (66 schools)	0	0	1	5	35	16	8	1

* E E Waddell closed in 2011-12.

** Garinger, Northampton High West and Weldon closed in 2009-10.

*** Northampton High West STEM and Weldon STEM opened in 2007-08 and began reporting a graduation rate in 2009-10.

Comment: The school numbers reported in the Graduation Rate chart will not match the Performance Composite chart due to differences in the years data are reported.

Longitudinal Performance for the 37 North Carolina Turnaround Middle Schools							
Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80+
2011-12 (32 Schools)*	0	0	5	13	12	2	0
2010-11 (35 schools)	0	2	4	18	11	0	0
2009-10 (35 schools)**	0	1	9	15	10	0	0
2008-09 (37 schools)	0	6	11	16	4	0	0
2007-08 (37 schools)	1	16	17	3	0	0	0

* Wilson, Bishop Spaugh, and J T Williams closed.

** Eastman and Brawley closed.

The success of the North Carolina Turnaround initiative established a strong foundation for implementation of North Carolina's Turning Around the Lowest-Achieving Schools initiative (TALAS) under the North Carolina's Race to the Top grant and Career & College: Ready, Set, Go initiative.

North Carolina Turnaround Schools

LEA	School Code	School Name	School Operational Status	2006-07 Performance Composite	2011-12 Performance Composite	5-Yr Change
Charlotte-Mecklenburg	600496	Phillip O Berry Academy of Technology	Open	57.4	96.1	38.7
Guilford	410483	Middle College at NC A&T	Open	34.5	93.8	59.3
Guilford	410326	Middle College at Bennett	Open	40.7	91.1	50.4
Columbus	240380	West Columbus High	Open	50	89.8	39.8
Wilson	980318	Beddingfield High	Open	50.1	89.0	38.9
Jones	520320	Jones Senior High	Open	57.8	87.7	29.9
Guilford	410407	The Academy at HP Central	Open		87.7	
Franklin	350308	Bunn High	Open	57.6	86.7	29.1
Cumberland	260408	Pine Forest High	Open	51	86.4	35.4
Columbus	240334	East Columbus High	Open	43	84.6	41.6
Gaston	360470	North Gaston High	Open	55.8	84.4	28.6
Northampton	660336	Northampton County High School	Open	44.2	84.0	39.8
Franklin	350321	Franklinton High	Open	61.4	84.0	22.6
Martin	580344	South Creek High	Open	48.3	83.7	35.4
Perquimans	720316	Perquimans County High	Open	57.8	82.9	25.1
Cumberland	260359	E E Smith High	Open	49.4	81.9	32.5
Brunswick	100326	North Brunswick High	Open	49.3	81.8	32.5
Cumberland	260357	Gray's Creek High	Open	56.6	81.5	24.9
Hertford	460320	Hertford County High	Open	35.4	80.4	45.0
Elizabeth	700319	Pasquotank County High	Open	50	78.5	28.5
Hoke	470312	Hoke County High	Open	46.4	76.8	30.4
Franklin	350336	Louisburg High	Open	52.6	76.5	23.9
Richmond	770348	Richmond Senior High	Open	50.1	76.4	26.3
Robeson	780402	South Robeson High	Open	48.1	75.6	27.5
Robeson	780391	Red Springs High	Open	42.4	75.5	33.1
Alamance-Burlington	010360	Hugh M Cummings High	Open	43.4	74.6	31.2
Weldon	422700	Weldon STEM High	Closed		73.8	
Caswell	170316	Bartlett Yancey High	Open	48.4	73.5	25.1
Harnett	430371	Overhills High	Open	56.3	73.5	17.2
Washington	940316	Plymouth High	Open	42.2	73.1	30.9
Bladen	090368	West Bladen High	Open	48.5	70.8	22.3
Bladen	090330	East Bladen High	Open	41.2	70.7	29.5
Cumberland	260455	Westover High	Open	42.3	70.3	28.0
Alamance-Burlington	010303	Alamance-Burlington Middle College	Open	23.8	70.0	46.2
Wayne	960335	Goldsboro High	Open	42.9	69.8	26.9
Guilford	410484	Northeast Guilford High	Open	43.5	69.7	26.2
Halifax	420358	Southeast Halifax High	Open	38.3	68.9	30.6
Charlotte-Mecklenburg	600579	West Mecklenburg High	Open	52.2	68.6	16.4
Guilford	410544	Smith High	Open	35.5	68.3	32.8
Cumberland	260322	Douglas Byrd High	Open	40.4	68.1	27.7
Vance	910370	Northern Vance High	Open	47.1	67.7	20.6

LEA	School Code	School Name	School Operational Status	2006-07 Performance Composite	2011-12 Performance Composite	5-Yr Change
Forsyth	340486	Parkland High	Open	42.6	67.6	25.0
Duplin	310352	James Kenan High	Open	38.5	67.5	29.0
Robeson	780420	Purnell Swett High	Open	50	67.5	17.5
Gaston	360336	Bessemer City High	Open	46.9	67.1	20.2
Northampton	660700	NCHS-West Stem High	Closed		66.7	
Durham	320325	Hillside High	Open	40.9	66.3	25.4
Durham	320356	Northern High	Open	47.5	66.3	18.8
Lexington	291336	Lexington Senior High	Open	40.2	66.2	26.0
Rockingham	790366	Reidsville High	Open	47.2	65.2	18.0
Warren	930352	Warren County High	Open	41.9	65.1	23.2
Gaston	360428	Hunter Huss High	Open	46	65.0	19.0
Guilford	410319	Andrews High	Open	47.4	64.6	17.2
Guilford	410355	Dudley High	Open	44.5	63.8	19.3
Charlotte-Mecklenburg	600405	Harding University High	Open	62.2	63.7*	1.5
Lenoir	540315	Kinston High	Open	44.4	62.8	18.4
Anson	040306	Anson High School	Open	39.5	61.4	21.9
Vance	910364	Southern Vance High	Open	43.2	60.7	17.5
Halifax	420346	Northwest High	Open	30.9	60.0	29.1
Rowan-Salisbury	800376	North Rowan High	Open	51.6	56.9	5.3
Durham	320368	Southern School of Energy and Sustainability	Open	39.9	55.1	15.2
Forsyth	340330	Carver High	Open	36.7	50.9	14.2
Bertie	080312	Bertie High	Open	41.8	48.9	7.1
Charlotte-Mecklenburg	600576	West Charlotte High	Open	46.1	44.4*	-1.7
Northampton	660324	Northampton High West	Closed	57.9		
Charlotte-Mecklenburg	600396	Garinger High	Closed	50		
Charlotte-Mecklenburg	600376	E E Waddell High	Closed	48.2		
Weldon	422324	Weldon High	Closed	42.1		

Other Initiatives Related to Turning Around Low-Achieving Schools

Forty-one of the lowest performing conventional, charter and alternative schools have been awarded School Improvement Grants administered and monitored by the North Carolina Department of Public Instruction's Federal Programs and Support Division. Many of the conventional schools are also identified as TALAS schools and simultaneously receive professional development and coaching support from District and School Transformation. The LEA and school receive significant funding to implement one of the four USED models as described above.

Cohort I School Improvement Grant (SIG) Schools (2009 – 2012)

Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (23 Schools)*	4	1	5	3	5	3	2	
2010-11 (24 Schools)**	5	4	4	2	5	2	0	0
2009-10 (24 Schools)	6	4	3	3	4	4	0	0

* E E Waddell closed.

** E E Waddell and West Mecklenburg High did not test at least 95% of their respective students and do not have reported Performance Composite for 2010-11.

Cohort II School Improvement Grant (SIG) Schools (2010 – 2013)

Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (17 Schools)	1	0	2	5	7	2	0	0
2010-11 (17 Schools)	1	1	6	6	3	0	0	0

Low-Performing Schools Under ABCS

Low-Performing Schools are those that, according to the ABCs accountability program, have failed to meet their expected growth standards and have less than 50% of their students' scores at or above Achievement Level III. Fifteen schools were designated as Low-Performing on the basis of the 2011-12 data. The table below identifies these low-performing schools and their performance composites.

LEA Name	School Name	2011-12 Performance Composite
Anson County Schools	Anson Middle	44.8
Charlotte-Mecklenburg Schools	Morgan School	17.6
Charlotte-Mecklenburg Schools	Reid Park Academy	43.6
Forsyth County Schools	Ashley Elementary	41.4
Forsyth County Schools	Cook Elementary	38.3
Forsyth County Schools	Hill Middle	45.6
Guilford County Schools	Cone Elementary	45.7
Halifax County Schools	Dawson Elementary	39.5
Halifax County Schools	Everetts Elementary	45.8
Halifax County Schools	Inborden Elementary	29.6
Kennedy Charter	Kennedy Charter	42.4
Kinston Charter Academy	Kinston Charter Academy	36.8
Nash-Rocky Mount Schools	Williford Elementary	43.7
New Hanover County Schools	A H Snipes Academy of Arts/Des	45.8
Wayne County Public Schools	Carver Heights Elementary	34.2

III. Response to No Child Left Behind (NCLB)

Title I Schools

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 – Annual Measureable Objectives (AMOs), teacher and paraprofessional (teacher assistant) requirements, accountability, standards and assessments, annual state report cards, professional development and parent involvement.

In fall 2011, the U.S. Department of Education provided states with the opportunity to request a waiver from some of the requirements of No Child Left Behind. North Carolina submitted a waiver request and with the U.S. Department of Education's approval of the ESEA waiver on June 29, 2012, North Carolina no longer is required to designate each school as having met or not met AYP. Rather, North Carolina reports the number of AMOs for each school and the number/percent of targets met. There are no school improvement levels or sanctions.

However, the ESEA waiver requires North Carolina to identify Priority Schools, Focus Schools, and Reward Schools.

A priority school is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group; a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model. Seventy-seven schools were designated as Priority and will retain this status for three years while interventions and assistance are provided to improve student performance.

A focus school is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is-

- a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
- a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school. These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

A reward school is a school that, based on the most recent data available, has been identified as among the highest ten percent (10%) of all Title I schools in one of two categories. A reward school is:

- a Title I school considered to have sustained the highest performance on student achievement over a number of years; or
- a Title I school that has made the most progress in improving student achievement over a number of years.

Beginning with the 2012-13 school year, 120 Title I schools comprise the State's list of reward schools. Eighty-one (81) schools are identified as highest-performing and thirty-nine (39) schools are identified as high-progress. Reward schools will be recognized by the State during the year in which schools are identified. In order to receive additional recognition, the top ten percent of reward schools are invited to submit portfolios to identify the best practices contributing to the school's success. These schools will have the opportunity to represent the State in the National Title I Distinguished Schools program.

Priority Schools

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
040	Anson County Schools	040305	Anson Academy	6
040	Anson County Schools	040306	Anson High School	6
040	Anson County Schools	040324	Morven Elementary	6
06B	Crossnore Academy	06B000	Crossnore Academy	7
100	Brunswick County Schools	100308	Brunswick County Academy	2
110	Buncombe County Schools	110303	Community High School	8
120	Burke County Schools	120308	Hallyburton Academy	7
181	Hickory City Schools	181318	Hickory Career & Arts Magnet High School	7
190	Chatham County Schools	190310	SAGE Academy	5
200	Cherokee County Schools	200322	Mountain Youth School	8
240	Columbus County Schools	240318	Boys and Girls Homes	4
241	Whiteville City Schools	241312	North Whiteville Academy	4
260	Cumberland County Schools	260449	Walker-Spivey	4
260	Cumberland County Schools	260455	Westover High	4
280	Dare County Schools	280306	Dare County Alternative	1
290	Davidson County Schools	290314	Davidson County Ext Day	5
320	Durham Public Schools	320314	Chewning Middle	3
320	Durham Public Schools	320320	Glenn Elementary	3
320	Durham Public Schools	320322	Durham's Performance Learning Center	3
320	Durham Public Schools	320325	Hillside High	3
320	Durham Public Schools	320400	Y E Smith Elementary	3
330	Edgecombe County School	330312	Coker-Wimberly Elementary	3
340	Forsyth County Schools	340351	Cook Elementary	5
340	Forsyth County Schools	340376	Forest Park Elementary	5
340	Forsyth County Schools	340396	Hill Middle	5
340	Forsyth County Schools	340488	J. F. Kennedy High School	5
340	Forsyth County Schools	340490	Petree Elementary	5
360	Gaston County Schools	360372	Warlick Academy	6
360	Gaston County Schools	360520	Woodhill Elementary	6
400	Greene County Schools	400308	Greene Central High	2
410	Guilford County Schools	410319	T Wingate Andrews High	5
410	Guilford County Schools	410398	Doris Henderson Newcomers School	5
410	Guilford County Schools	410499	Oak Hill Elementary	5
410	Guilford County Schools	410511	Parkview Village Elementary	5
410	Guilford County Schools	410598	Wiley Elementary	5
420	Halifax County Schools	420316	Dawson Elementary	3
420	Halifax County Schools	420324	Enfield Middle	3

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
420	Halifax County Schools	420328	Everetts Elementary	3
420	Halifax County Schools	420340	Inborden Elementary	3
420	Halifax County Schools	420358	Southeast Halifax High	3
420	Halifax County Schools	420376	William R Davie Middle	3
450	Henderson County Schools	450343	Balfour Education Center	8
490	Iredell-Statesville Schools	490342	Monticello School	7
510	Johnston County Schools	510380	South Campus Community High	3
540	Lenoir County Schools	540318	Sampson School	2
600	Charlotte-Mecklenburg Schools	600335	Billingsville Elementary	6
600	Charlotte-Mecklenburg Schools	600374	Druid Hills Academy	6
600	Charlotte-Mecklenburg Schools	600386	Hawthorne High	6
600	Charlotte-Mecklenburg Schools	600439	Turning Point Academy	6
600	Charlotte-Mecklenburg Schools	600461	Morgan School	6
600	Charlotte-Mecklenburg Schools	600574	Walter G Byers School	6
600	Charlotte-Mecklenburg Schools	600576	West Charlotte High	6
600	Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	6
60C	Kennedy Charter	60C000	Kennedy Charter	6
60H	Crossroads Charter High	60H000	Crossroads Charter High	6
630	Moore County Schools	630330	Pinckney Academy	4
640	Nash-Rocky Mount Schools	640326	D S Johnson Elementary	3
640	Nash-Rocky Mount Schools	640340	W L Greene Alternative	3
650	New Hanover County Schools	650384	A H Snipes Academy of Arts/Des	2
740	Pitt County Schools	740344	Farmville Central High	1
740	Pitt County Schools	740374	North Pitt High	1
740	Pitt County Schools	740375	Northwest Elementary	1
740	Pitt County Schools	740388	South Central High	1
770	Richmond County Schools	770342	Leak Street High	4
770	Richmond County Schools	770352	Richmond Co Transitional	4
780	Robeson County Schools	780324	Fairgrove Middle	4
780	Robeson County Schools	780325	Fairmont High	4
780	Robeson County Schools	780342	Lumberton Senior High	4
800	Rowan-Salisbury Schools	800308	Henderson High	7
810	Rutherford County Schools	810386	Rutherford Opportunity Center	8
850	Stokes County Schools	850324	Meadowbrook Academy	5
880	Transylvania County Schools	880320	Davidson River School	8
920	Wake County Schools	920324	Longview	3
930	Warren County Schools	930352	Warren County High	3
940	Washington County Schools	940314	Pines Elementary	1
960	Wayne County Schools	960335	Goldsboro High	2
96C	Dillard Academy	96C000	Dillard Academy	2

Focus Schools

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
010	Alamance-Burlington Schools	010310	Broadview Middle	5
010	Alamance-Burlington Schools	010350	Graham Middle	5
010	Alamance-Burlington Schools	010394	Turrentine Middle	5
040	Anson County Schools	040330	Wadesboro Elementary	6
070	Beaufort County Schools	070328	John Small Elementary	1
080	Bertie County Schools	080314	Bertie Middle	1
090	Bladen County Schools	090332	Elizabethtown Middle	4
100	Brunswick County Schools	100335	South Brunswick Middle	2
110	Buncombe County Schools	110410	Avery's Creek Elementary	8
110	Buncombe County Schools	110422	Estes Elementary	8
110	Buncombe County Schools	110436	West Buncombe Elementary	8
111	Asheville City Schools	111312	Claxton Elementary	8
111	Asheville City Schools	111332	Ira B Jones Elementary	8
130	Cabarrus County Schools	130338	Weddington Hills Elementary	6
130	Cabarrus County Schools	130340	Winecoff Elementary	6
130	Cabarrus County Schools	130344	Wolf Meadow Elementary	6
181	Hickory City Schools	181312	Northview Middle	7
190	Chatham County Schools	190312	Chatham Middle	5
210	Edenton-Chowan Schools	210306	D F Walker Elementary	1
230	Cleveland County Schools	230355	Marion Elementary	6
241	Whiteville City Schools	241304	Central Middle	4
241	Whiteville City Schools	241308	Edgewood Elementary	4
250	Craven County Schools	250350	James W Smith Elementary	2
260	Cumberland County Schools	260326	Elizabeth M Cashwell Elem	4
320	Durham Public Schools	320315	Eno Valley Elementary	3
320	Durham Public Schools	320318	Club Boulevard Elementary	3
320	Durham Public Schools	320319	Creeside Elementary	3
320	Durham Public Schools	320327	Hope Valley Elementary	3
320	Durham Public Schools	320332	Forest View Elementary	3
320	Durham Public Schools	320352	Merrick-Moore Elementary	3
320	Durham Public Schools	320355	Neal Middle	3
320	Durham Public Schools	320362	Parkwood Elementary	3
320	Durham Public Schools	320372	Southwest Elementary	3
330	Edgecombe County School	330304	G W Bulluck Elementary	3
330	Edgecombe County School	330330	W A Pattillo A+ Elementary Sch	3
340	Forsyth County Schools	340308	Ashley Elementary	5
340	Forsyth County Schools	340380	Gibson Elementary	5
340	Forsyth County Schools	340452	Mineral Springs Middle	5
340	Forsyth County Schools	340564	Wiley Middle	5
34F	Forsyth Academy	34F000	Forsyth Academy	5
360	Gaston County Schools	360332	Bessemer City Central Elem	6
400	Greene County Schools	400332	West Greene Elementary	2
410	Guilford County Schools	410325	Aycock Middle	5
410	Guilford County Schools	410334	Brightwood Elementary	5

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
410	Guilford County Schools	410355	Dudley High	5
410	Guilford County Schools	410367	Ferndale Middle	5
410	Guilford County Schools	410412	Irving Park Elementary	5
410	Guilford County Schools	410592	Welborn Academy of Sci & Tech	5
421	Roanoke Rapids City Schools	421328	William L Manning Elementary	3
430	Harnett County Schools	430308	Angier Elementary	4
430	Harnett County Schools	430312	Benhaven Elementary	4
430	Harnett County Schools	430316	Boone Trail Elementary	4
430	Harnett County Schools	430328	Coats Elementary	4
430	Harnett County Schools	430336	Erwin Elementary	4
430	Harnett County Schools	430344	Harnett Primary	4
430	Harnett County Schools	430349	Highland Elementary	4
430	Harnett County Schools	430352	LaFayette Elementary	4
430	Harnett County Schools	430380	Wayne Avenue Elem	4
460	Hertford County Schools	460308	Ahoskie Elementary	1
460	Hertford County Schools	460318	Hertford County Middle	1
470	Hoke County Schools	470320	West Hoke Middle	4
470	Hoke County Schools	470332	East Hoke Middle	4
490	Iredell-Statesville Schools	490319	Cloverleaf Elementary	7
490	Iredell-Statesville Schools	490326	East Iredell Elementary	7
490	Iredell-Statesville Schools	490364	Troutman Elementary	7
510	Johnston County Schools	510356	Glendale-Kenly Elementary	3
510	Johnston County Schools	510396	West Smithfield Elementary	3
540	Lenoir County Schools	540304	Banks Elementary	2
540	Lenoir County Schools	540308	Contentnea-Savannah School	2
540	Lenoir County Schools	540312	E B Frink Middle	2
540	Lenoir County Schools	540330	Rochelle Middle	2
540	Lenoir County Schools	540344	Woodington Middle	2
580	Martin County Schools	580372	Williamston Middle	1
600	Charlotte-Mecklenburg Schools	600301	Albemarle Road Middle	6
600	Charlotte-Mecklenburg Schools	600341	Cochrane Collegiate Academy	6
600	Charlotte-Mecklenburg Schools	600416	Hornets Nest Elementary	6
600	Charlotte-Mecklenburg Schools	600422	Huntingtowne Farms Elementary	6
600	Charlotte-Mecklenburg Schools	600468	Nathaniel Alexander Elementary	6
600	Charlotte-Mecklenburg Schools	600478	J H Gunn Elementary	6
600	Charlotte-Mecklenburg Schools	600481	Northridge Middle	6
600	Charlotte-Mecklenburg Schools	600503	Piney Grove Elementary	6
600	Charlotte-Mecklenburg Schools	600514	Ranson Middle	6
600	Charlotte-Mecklenburg Schools	600520	Sedgefield Middle	6
610	Mitchell County Schools	610326	Harris Middle	8
620	Montgomery County Schools	620330	Page Street Elementary	4
630	Moore County Schools	630356	Southern Pines Elementary	4
640	Nash-Rocky Mount Schools	640308	Benvenue Elementary	3
640	Nash-Rocky Mount Schools	640328	Englewood Elementary	3
650	New Hanover County Schools	650324	Edwin A Alderman Elementary	2
650	New Hanover County Schools	650328	Forest Hills Elementary	2
650	New Hanover County Schools	650392	Williston Middle	2

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
670	Onslow County Schools	670323	Jacksonville Commons Elem	2
681	Chapel Hill-Carrboro City Schools	681304	Carrboro Elementary	5
681	Chapel Hill-Carrboro City Schools	681316	Frank Porter Graham Elem	5
710	Pender County Schools	710318	Cape Fear Elementary	2
710	Pender County Schools	710328	Penderlea Elementary	2
720	Perquimans County Schools	720312	Hertford Grammar	1
740	Pitt County Schools	740330	Creekside Elementary	1
740	Pitt County Schools	740352	Grifton	1
740	Pitt County Schools	740376	Pactolus	1
740	Pitt County Schools	740380	W H Robinson Elementary	1
740	Pitt County Schools	740386	Sam D Bundy Elementary	1
740	Pitt County Schools	740400	Wahl Coates Elementary	1
780	Robeson County Schools	780336	Littlefield Middle	4
780	Robeson County Schools	780341	Lumberton Junior High	4
780	Robeson County Schools	780368	Pembroke Middle	4
780	Robeson County Schools	780400	Saint Pauls Elementary	4
800	Rowan-Salisbury Schools	800360	Hurley Elementary	7
820	Sampson County Schools	820354	Midway Middle	2
920	Wake County Schools	920325	Banks Rd Elementary	3
920	Wake County Schools	920380	Conn Elementary	3
920	Wake County Schools	920396	Douglas Elementary	3
920	Wake County Schools	920398	Durant Road Elementary	3
920	Wake County Schools	920420	Fuquay-Varina Elementary	3
920	Wake County Schools	920448	Hunter Elementary	3
920	Wake County Schools	920488	Lynn Road Elementary	3
920	Wake County Schools	920496	Millbrook Elementary	3
920	Wake County Schools	920516	North Ridge Elementary	3
920	Wake County Schools	920532	Poe Elementary	3
920	Wake County Schools	920564	Stough Elementary	3
920	Wake County Schools	920570	Timber Drive Elementary	3
920	Wake County Schools	920593	Wakefield Elementary	3
920	Wake County Schools	920600	Wendell Elementary	3
920	Wake County Schools	920626	Yates Mill Elementary	3
930	Warren County Schools	930354	Warren County Middle	3
940	Washington County Schools	940328	Washington County Union	1
960	Wayne County Public Schools	960316	Carver Elementary	2
960	Wayne County Public Schools	960382	Spring Creek Elementary	2
98A	Sallie B Howard School	98A000	Sallie B Howard School	3
990	Yadkin County Schools	990336	Yadkinville Elementary	7

Reward Schools

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
020	Alexander County Schools	020308	Ellendale Elementary	7
030	Alleghany County Schools	030316	Piney Creek Elementary	7
040	Anson County Schools	040311	Wadesboro Primary	6
050	Ashe County Schools	050330	Mountain View Elementary	7
060	Avery County Schools	060310	Cranberry Middle	7
070	Beaufort County Schools	070326	Chocowinity Primary	1
100	Brunswick County Schools	100320	Lincoln Elementary	2
100	Brunswick County Schools	100339	Town Creek Elementary	2
100	Brunswick County Schools	100340	Union Elementary	2
100	Brunswick County Schools	100344	Waccamaw	2
120	Burke County Schools	120344	Icard Elementary	7
120	Burke County Schools	120364	Oak Hill Elementary	7
120	Burke County Schools	120372	Rutherford College Elem	7
120	Burke County Schools	120386	W A Young Elementary	7
140	Caldwell County Schools	140304	Baton Elementary	7
140	Caldwell County Schools	140308	Collettsville School	7
140	Caldwell County Schools	140344	Happy Valley Elementary	7
140	Caldwell County Schools	140360	Kings Creek Elementary	7
140	Caldwell County Schools	140368	William Lenoir Middle	7
140	Caldwell County Schools	140388	Valmead Elementary	7
180	Catawba County Schools	180312	Banoak Elementary	7
181	Hickory City Schools	181344	Viewmont Elementary	7
200	Cherokee County Schools	200320	Martins Creek Elementary/Mid	8
230	Cleveland County Schools	230334	East Elementary	6
230	Cleveland County Schools	230340	Fallston Elementary	6
230	Cleveland County Schools	230344	Grover Elementary	6
230	Cleveland County Schools	230357	North Elementary	6
230	Cleveland County Schools	230376	Washington Elementary	6
240	Columbus County Schools	240330	Chadbourn Middle	4
240	Columbus County Schools	240344	Evergreen Elementary	4
250	Craven County Schools	250328	Graham A Barden Elementary	2
250	Craven County Schools	250364	Trent Park Elementary	2
250	Craven County Schools	250380	Arthur W Edwards Elementary	2
260	Cumberland County Schools	260352	Cumberland Road Elementary	4
260	Cumberland County Schools	260361	Ferguson-Easley Elementary	4
260	Cumberland County Schools	260404	William H Owen Elementary	4
260	Cumberland County Schools	260405	Pauline Jones Elementary	4
260	Cumberland County Schools	260416	J W Seabrook Elementary	4
260	Cumberland County Schools	260456	Alger B Wilkins Elementary	4
260	Cumberland County Schools	260459	William T Brown Elementary	4
270	Currituck County Schools	270309	Jarvisburg Elementary	1
290	Davidson County Schools	290352	Pilot Elementary	5
300	Davie County Schools	300310	Cornatzer Elementary	7
300	Davie County Schools	300320	Mocksville Elementary	7
340	Forsyth County Schools	340447	Middle Fork Elementary	5
350	Franklin County Schools	350339	Royal Elementary	3
360	Gaston County Schools	360484	Rhyne Elementary	6
410	Guilford County Schools	410385	Gillespie Park Elementary	5

LEA Code	LEA Name	LEA SCH Code	School Name	SBE Region
410	Guilford County Schools	410396	High School Ahead Academy	5
410	Guilford County Schools	410403	W M Hampton Elementary	5
410	Guilford County Schools	410409	Hunter Elementary	5
410	Guilford County Schools	410469	Montlieu Academy	5
410	Guilford County Schools	410499	Oak Hill Elementary	5
440	Haywood County Schools	440314	Bethel Elementary	8
440	Haywood County Schools	440324	Central Elementary	8
440	Haywood County Schools	440328	Clyde Elementary	8
440	Haywood County Schools	440348	Hazelwood Elementary	8
440	Haywood County Schools	440349	Jonathan Valley Elementary	8
450	Henderson County Schools	450307	Clear Creek Elementary	8
450	Henderson County Schools	450308	Dana Elementary	8
491	Mooreville City Schools	491320	South Elementary	7
500	Jackson County Schools	500316	Blue Ridge School	8
520	Jones County Schools	520336	Trenton Elementary	2
540	Lenoir County Schools	540320	Moss Hill Elementary	2
570	Madison County Schools	570306	Brush Creek Elementary	8
590	McDowell County Schools	590320	Marion Elementary	8
600	Charlotte-Mecklenburg Schools	600308	Allenbrook Elementary	6
600	Charlotte-Mecklenburg Schools	600550	Sterling Elementary	6
600	Charlotte-Mecklenburg Schools	600587	Windsor Park Elementary	6
640	Nash-Rocky Mount Schools	640316	Cedar Grove Elementary	3
640	Nash-Rocky Mount Schools	640348	Nashville Elementary	3
66A	Gaston College Preparatory	66A000	Gaston College Preparatory	3
670	Onslow County Schools	670304	Bell Fork Elementary	2
670	Onslow County Schools	670346	Summersill Elementary	2
730	Person County Schools	730354	Stories Creek Elementary	5
740	Pitt County Schools	740338	Elmhurst Elementary	1
750	Polk County Schools	750304	Tryon Elementary	8
750	Polk County Schools	750314	Polk Central	8
750	Polk County Schools	750328	Sunny View Elementary	8
770	Richmond County Schools	770370	Washington Street Elementary	4
780	Robeson County Schools	780352	Orrum Middle	4
780	Robeson County Schools	780396	Rowland Middle	4
780	Robeson County Schools	780412	Union Chapel Elementary	4
790	Rockingham County Schools	790344	Leaksville-Spray Elementary	5
800	Rowan-Salisbury Schools	800359	Dole Elementary	7
820	Sampson County Schools	820320	Clement Elementary	2
820	Sampson County Schools	820346	Hobbs Elementary	2
820	Sampson County Schools	820388	Union High	2
830	Scotland County Schools	830320	I E Johnson Elementary	4
830	Scotland County Schools	830328	Laurel Hill Elementary	4
830	Scotland County Schools	830336	North Laurinburg Elementary	4
840	Stanly County Schools	840340	Oakboro Elementary	6
860	Surry County Schools	860312	Dobson Elementary	7
880	Transylvania County Schools	880304	Brevard Elementary	8
880	Transylvania County Schools	880336	T C Henderson Elementary	8
900	Union County Schools	900306	East Elementary	6
900	Union County Schools	900307	Rocky River Elementary	6
900	Union County Schools	900388	Wingate Elementary	6
910	Vance County Schools	910304	Aycock Elementary	3
50				

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
920	Wake County Schools	920362	Carver Elementary	3
920	Wake County Schools	920560	Smith Elementary	3
920	Wake County Schools	920597	Wakelon Elementary	3
920	Wake County Schools	920632	Zebulon Elementary	3
930	Warren County Schools	930344	South Warren Elementary	3
960	Wayne County Schools	960450	Northeast Elementary	2
970	Wilkes County Schools	970310	C B Eller Elementary	7
970	Wilkes County Schools	970344	Mount Pleasant Elementary	7
970	Wilkes County Schools	970348	Mountain View Elementary	7
970	Wilkes County Schools	970352	Mulberry Elementary	7
980	Wilson County Schools	980308	B O Barnes Elementary	3
980	Wilson County Schools	980317	Charles H Darden Middle	3
980	Wilson County Schools	980340	Gardners Elementary	3
980	Wilson County Schools	980344	John W Jones Elementary	3
980	Wilson County Schools	980348	Lee Woodard Elementary	3
980	Wilson County Schools	980352	Lucama Elementary	3
980	Wilson County Schools	980357	Vick Elementary	3
990	Yadkin County Schools	990308	Courtney Elementary	7
995	Yancey County Schools	995316	Cane River Middle	8
995	Yancey County Schools	995324	East Yancey Middle	8
995	Yancey County Schools	995328	Micaville Elementary	8

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.

ABCs Results¹
Sixteen - Year Summary Chart
1996-97 to 2011-12
(Updated November 30, 2012)

Note: Comparisons across years should be made with caution due to the evolution of the accountability model as reflected in the footnotes at the bottom of the next page.

Category	1996-97 ²		1997-98 ³		1998-99 ⁴		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05 ¹⁰	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence ⁵																		
Schools of Excellence	12	0.7	24	1.4	0	0	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	509	24.1	640	29.7	647	29.5	886	39.9	640	28.7	608	27.0
Schools Making High Growth ⁷	531	32.5	1,137	66	265	63.2	1,156	58.2	521	24.1	779	35.5	1,618	72.9	785	35.2	585	26.0
Schools Making Expected Growth	395	24.2	308	17.9	83	19.8	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	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	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	1,476	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		2,115		2,158		2,194		2,221		2,232		2,254	

Category	2005-06 ¹¹		2006-07 ¹¹		2007-08 ¹¹		2008-09 ¹¹		2009-10 ¹¹		2010-11 ¹¹		2011-12 ¹¹	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence ⁵	64	2.7	84	3.5	29	1.2	122	4.9	201	8.1	212	8.5	280	11.3
Schools of Excellence	5	0.2	9	0.4	4	0.2	5	0.2	15	0.6	41	1.6	13	0.5
Schools of Distinction ⁶	305	13.0	461	19.2	205	8.5	500	20.2	717	28.8	698	28.0	704	28.4
Schools Making High Growth ⁷	263	11.2	586	24.3	1,330	55.0	976	39.5	1,304	52.3	1,042	41.7	1,091	44.0
Schools Making Expected Growth	1,013	43.1	1,145	47.6	654	27.0	1,025	41.5	887	35.6	991	39.7	882	35.5
Schools Not Making Expected Growth ⁸	1,077	45.8	676	28.1	434	17.9	471	19.1	300	12.0	464	18.6	509	20.5
Low-Performing Schools	54	2.3	45	1.9	100	4.1	75	3.0	16	0.6	14	0.6	15	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	2,033	81.4	1,973	79.5
Total ABCs Schools ⁹	2,353		2,407		2,418		2,472		2,491		2,497		2,482	

¹ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 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, 2005, December 7, 2006, October 9, 2007, January 12, 2009, October 1, 2009, October 14, 2010, October 6, 2011, and September 6, 2012, 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.

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

¹¹ABCs results for 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 are based on a revised accountability model and are not comparable to those from previous years.

Note: Starting in 2008-09, retest scores for End-of-Grade assessments in grades 3-8 reading and mathematics and in grades 5 and 8 science were incorporated into the ABCs performance composite; starting in 2009-10, retest scores for End-of-Course assessments were incorporated into the ABCs performance composite. These results are not comparable to those of previous years.

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

2012-13 and Beyond Update

In 2012-13, the Department of Public Instruction (DPI) will continue its work to implement the State Board of Education's adopted content standards (Common Core State Standards and the Essential Standards), new assessments, and the new accountability model in the 2012-13 school year. Details on this work and other actions are below:

1. Aligned to the new content standards, new assessments in English language arts, mathematics, and science will be implemented in 2012-13 year. To complete the statistical analyses required for scoring and to comply with industry best practices, the testing and accountability results for the 2012-13 school year will be delayed to October 2013.
2. The READY accountability model will be implemented in 2012-13. The first READY report will be presented to the State Board of Education in October 2013.
3. As specified in the General Assembly 2012 Session Law, the NCDPI will report a letter grade (ABCDF) for each school based on 2012-13 accountability data in October 2013.
4. DPI will continue to participate in the development of new assessments through membership in the SMARTER Balanced Assessment Consortium. Assessments for English language arts and mathematics developed through the consortium will be available starting with the 2014-15 school year.