

GRADING SCHOOL PERFORMANCE GRADES

A PRELIMINARY ANALYSIS OF THE EXISTING SYSTEM AND RECOMMENDATIONS TO IMPROVE TRANSPARENCY & SUPPORT

By Julia Burrus Pierson, Joe Maugeri, Vincent Reitano, and Qi Wang Xing

Project 9.3 / August 2015



RESEARCH QUESTIONS: Do School Performance Grades make school performance more transparent? How can School Performance Grades be utilized to reform low performing schools?

EXECUTIVE SUMMARY

This report examines the first set of the North Carolina School Performance Grades. First, we provide background information on the School Performance Grade legislation, formula, and distribution. Then, in Part One of the report, we conduct a preliminary analysis of the usefulness of School Performance Grades as a tool for transparency. We find that the existing School Performance Grades convey measures of achievement but not growth, and do not clearly differentiate realistic options for parents with children at schools receiving low grades. We recommend that the State Board of Education advocate for a dual grading system and take action to familiarize other performance measures.

In Part Two, we explore opportunities to utilize School Performance Grades as a tool to reform schools with low achievement and growth scores. We recommend the State Board of Education implement a School Mentoring Program where these low-achieving, low-growth schools are matched with schools serving similar populations but with high School Performance Grades.

INTRODUCTION

LEGISLATIVE BACKGROUND

During the 2013 long session of the North Carolina General Assembly, legislation (G.S. §115C-83.15) passed to require the inclusion of School Performance Grades as part of the North Carolina School Report Cards. The first grades were released in February 2015 and were based on the performance results of the 2013-2014 school year. While NCDPI has historically reported school achievement data for North Carolina public schools, the 2013-2014 change to the school grading system saw the implementation of letter grades, which are meant to indicate a school's overall performance. According to Senate President Pro Tempore Phil Berger, the grades are intended to "increase transparency, encourage support and reform for struggling schools, and allow us to explore what our top performers are doing right so we can replicate their best practices elsewhere."¹

The legislation requires that the North Carolina Department of Public Instruction (NCDPI) report the grades on the North Carolina School Report Cards, which communicate data divided into five key categories: the school profile, student performance, school indicators, school environment, and personnel. NCDPI publishes school report cards for all traditional public schools, charter schools, and alternative schools operating in North Carolina. Additionally, state statute requires that schools receiving a D or F send a letter to parents informing them of the school's grade.

¹ "Berger Statement On Public School Grades." February 5, 2015. <http://philberger.com/news/entry/berger-statement-on-public-school-grades>



THE SCHOOL PERFORMANCE GRADE FORMULA

School Performance Grades are calculated with a formula involving achievement and growth measures. In the current system, 80% of the grade is derived from student achievement according to state standardized test results and the remaining 20% of the grade is derived from student growth as measured by the Education Value Added Assessment System (EVAAS). High schools also use ACT scores and graduation rates in their achievement score. The achievement score is on a 0-100 scale, while the growth score is on a 50-100 scale. Because of difference in scaling, the school with the lowest achievement would earn a zero for the achievement score, while the school with the lowest growth would still earn a 50 for the growth score. As a result, the measures are not directly comparable. Throughout this report, we will still refer to the growth score as a scale of 50-100 unless otherwise noted.

Letter grades are on a 15-point grading scale as shown in Table 1.

Table 1: School Performance Grading Scale

School Performance Grade	School Performance Score
A	85-100
B	70-84
C	55-69
D	40-54
F	≤39

For example, a school with an achievement score of 57 and a growth score of 90 would receive a C as its School Performance Grade: $57(0.80) + 90(0.20) = 63$. The weights given to achievement and growth, as currently applied, strongly favor student achievement over student growth as the key indicator of a school's performance. Again, it is important to keep in mind that the scaling for growth is 50-100, which does skew the weight of the growth score.

Some schools have the option to opt-out of using the growth score in their formula. If a school "Meets" or "Exceeds" expected growth, and the inclusion of the growth score reduces its overall School Performance Grade, then the school has the ability to exclude the student growth score and instead have its performance score calculated entirely based on student achievement. According to the 2013-2014 School Performance Grades for North Carolina Public Schools Executive Summary, seven schools' School Performance Grades were based solely on student achievement.

2013-2014 SCHOOL PERFORMANCE GRADE RESULTS

Of North Carolina's 2,565 public schools, 2,424 received School Performance Grades for the 2013-2014 school year. The schools that did not receive a grade either do not serve grade

levels with standardized tests or may have had a very small student population. Table 2 shows the distribution of School Performance Grades.

Table 2: School Performance Grade Distribution, 2013-2014

School Performance Grade	Number of Schools	Percent of Schools
A	132	6%
B	582	24%
C	1003	41%
D	561	23%
F	146	6%

PART 1: DO SCHOOL PERFORMANCE GRADES MAKE SCHOOL PERFORMANCE MORE TRANSPARENT?

The State Board of Education and the North Carolina Department of Public Instruction can utilize School Performance Grades for multiple purposes. We will first analyze if the existing School Performance Grades are improving transparency of school performance to parents and families, as well as alternatives to the existing grading system. We evaluate School Performance Grades on the following criteria.

School Performance Grades should:

1. Be recognizable to parents and families and contain minimal jargon. An important characteristic of successful transparency efforts is that those outside of the field can easily interpret and analyze the information. School Performance Grades should be familiar to all parents and families and require minimal research or analysis to understand them.
2. Convey both performance measures: achievement and growth. Parents value these two measures of performance differently. An attempt to make school performance transparent to families will be more successful if the metric conveys both measures.
3. Empower parents and families to make realistic decisions about their child's education based on their own personal preferences and values. This is accomplished by clearly showing the difference in performance between alternate schools, especially for parents with children in schools receiving low School Performance Grades.
4. Be financially and politically feasible. School performance metrics can be controversial and difficult to modify through legislation. An alternative will only be successful if it is also feasible.

ANALYSIS

Alternative 1: Keep the current grading system.

Recognizable	Conveys both measures	Empowers decision-making	Feasible
✓	✗	✗	✓

Alternative 1 would involve keeping the existing weighting scale, grading scale, and methods of reporting as they currently exist.

1. RECOGNIZABLE

The existing School Performance Grades are recognizable and familiar to those outside of the education field. Most people who attended public school in this country were graded on an A-F scale, and the A-F scale is used in other metrics such as restaurant sanitation grades. Most parents can easily decipher that schools receiving As are performing better than schools receiving Bs and so on.

2. CONVEYS BOTH MEASURES

The current School Performance Grades do not convey both performance measures. Table 3 shows four schools and their respective grades and scores. For the purposes of this report, we designate all schools with a number instead of its real name. However, all schools and all metrics are real and factual. The School Performance Grade seems to align with the achievement score. Both schools receiving Bs have relatively high achievement, and both schools receiving Fs have relatively low achievement. A parent could easily determine the achievement measure through the grade. However, School Performance Grades do not appear to convey the difference in growth scores of these schools. While both School 1 and 2 received Bs, School 1 has a very low growth score while School 2 is extremely high. The same is true at the lower end of School Performance Grades. Both Schools 3 and 4 received Fs, but School 3 has a relatively low growth score and School 4 has a high one. A parent cannot simply look at the School Performance Grade and determine the growth performance metric.

Table 3: School Performance Grades convey achievement but not growth

School	School Performance Grade	Achievement Score	Growth Score
School 1	B	83	54
School 2	B	79	97
School 3	F	29	55
School 4	F	21	86

These examples are not outliers. Table 4 shows a correlation matrix between School Performance Grades, achievement scores, and growth scores. The relationship between School Performance Grades and achievement scores is very strong. The highest correlation possible is 1.0, so a correlation of 0.99 shows that the two metrics are very strongly associated. At a correlation of 0.47, School Performance Grades and growth scores are only moderately related. This further supports that School Performance Grades do convey achievement scores, but not growth scores.

Table 4: Correlation between School Performance Grades, Achievement Scores, and Growth Scores

	Achievement Score	Growth Score
School Performance Grades	0.99*	0.47*

*Significant at the 0.05 level

3. EMPOWERS DECISION-MAKING

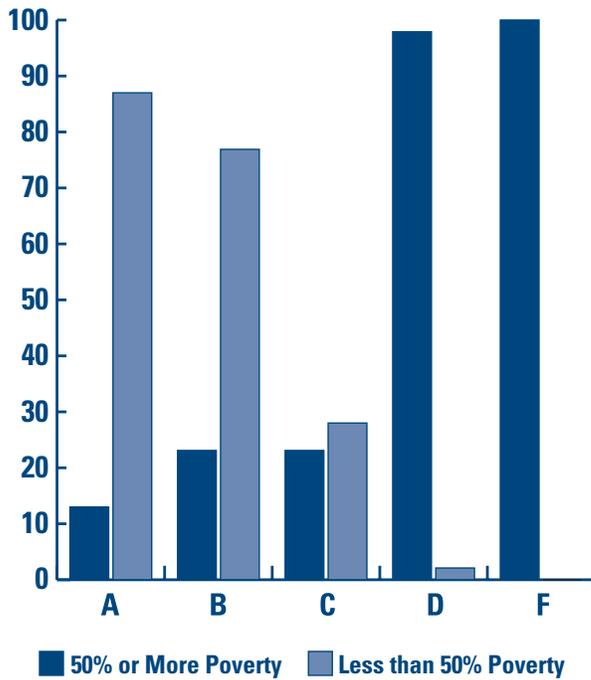
The existing School Performance Grades do not clearly show the difference in performance between alternate schools, especially for parents with children in schools receiving low School Performance Grades. Therefore, parents are not empowered to make realistic decisions about their children's education based on their own personal preferences and values. There is a strong link between School Performance Grades and poverty. For the purposes of this report, we use Free and Reduced Lunch status as a proxy for poverty. Table 5 and Figure 1 show that all the 144 schools receiving an F were also high poverty schools (above 50% poverty). Of all the 131 schools receiving an A, 114 of them were low-poverty (less than 50% poverty). This leaves 17 schools that were high-poverty and received an A. A closer look shows that these schools were either very small, racially homogenous, or early college high schools, all of which are difficult or impossible to replicate elsewhere.

Table 5: School Performance Grades and Poverty

Performance Grade	Total # of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty	
		Number	Percent	Number	Percent
A	131	17	13.0%	114	87.0%
B	577	133	23.1%	444	76.9%
C	1003	722	72.0%	281	28.0%
D	560	548	97.9%	12	2.1%
F	144	144	100%	0	0.0%

Figure 1: School Performance Grades and Poverty

GRADES BY SCHOOL POVERTY PERCENT



	Performance Grade				
	A	B	C	D	F
Schools with 50% or More Poverty	13.0%	23.1%	72.0%	97.9%	100.0%
Schools with Less than 50% Poverty	87.0%	76.9%	28.0%	2.1%	0.0%

Table 6 shows the correlation between School Performance Grades and poverty. A correlation of -0.78 shows a strong inverse relationship between the two variables. School Performance Grades and poverty are strongly associated.

Table 6: Correlation between School Performance Grades and Poverty

	Poverty
School Performance Grades	-0.78*

**Significant at the 0.05 level*

Because School Performance Grades have a strong relationship with poverty, they are not successful in empowering families at schools with low grades to move their children to schools with higher grades. For example, a parent at School 5 would have received a letter from the school explaining that the school received an F Performance Grade. She may be concerned for her child’s education at a failing school, and want to look at

the grades for other neighborhood schools. Because the grades are so strongly related to poverty, she may find that the other schools in her neighborhood also scored poorly. See Table 7 for a School Performance Grade comparison of Northeast Charlotte middle schools.

Table 7: School Performance Grades of Middle Schools in Northeast Charlotte

School	School Performance Grade
School 5	F
School 6	F
School 7	D
School 8	D
School 9	D

In the traditional A-F grading scale, people see F as the worst grade, but they still interpret D as a very low score. Parents may not want to remove their child from familiar peers and teachers so that can move from one of the worst scoring schools to one that still scored very poorly.

The parent might be inclined to look at schools outside of the neighborhood, in which she might find schools like School 10 or 11, which both received As. However, schools like these are likely in neighborhoods with living costs too high for some parents. Table 8 shows the poverty measures for all schools mentioned. Assuming that free and reduced lunch status is inversely related to living costs, many parents with children at schools with low School Performance Grades cannot afford to live in the neighborhoods with A and B schools. Because School Performance Grades have a strong relationship with poverty, they are not successful in empowering families at schools with low grades to move their children to schools with higher grades.

Table 8: School Performance Grades and Poverty Measures for selected Charlotte Middle Schools

School	School Performance Grade	Poverty
School 5	F	88%
School 6	F	95%
School 7	D	83%
School 8	D	95%
School 9	D	89%
School 10	A	17%
School 11	A	12%

4. FEASIBLE

The grades are already in place, so keeping the grades is financially and politically feasible.

Alternative 2: Replace the existing School Performance Grades with a dual grading system.

Recognizable	Conveys both measures	Empowers decision-making	Feasible
~	✓	✓	✗

An alternative to keeping the existing School Performance Grade system is to replace it completely with a dual grading system. Each school would receive both an achievement grade on an A-F scale along with a growth grade on an A-F scale. We would recommend scoring achievement on the existing 0-100 scale, and the current 50-100 growth scale should be recalculated to fit a 0-100 scale. Both should then be graded on an A-F 15-point scale. Both measures would be reported on NC School Report Cards in an equitable manner. Figure 2 shows the distribution of grades in a dual grading system based on 2013-2014 data.

Figure 2: Distribution of Grades in a Dual Grading System

		Achievement Grade				
		A	B	C	D	F
Growth Grade	A	34	127	135	83	18
	B	57	199	367	328	81
	C	16	81	158	151	91
	D	5	42	110	122	63
	F	1	19	81	74	63

1. RECOGNIZABLE

A dual grading system would be recognizable because of the familiar A-F system. However, it does add more jargon than Alternative 1. A parent would still have to differentiate between achievement and growth to understand the grading system fully.

2. CONVEYS BOTH PERFORMANCE MEASURES

Alternative 2 does clearly convey both the achievement and growth metrics because they are graded separately.

3. EMPOWERS DECISION-MAKING

A dual grading system would more clearly show the difference in performance between alternate schools, especially for parents with children in schools receiving low School Performance Grades. Table 6 showed that the current School Performance Grades are strongly correlated with poverty. Table 9 below shows that achievement scores have an even stronger relationship with poverty. However, growth scores have a weak relationship with poverty. Therefore, schools at all poverty levels will have a range of growth grades. This will allow parents to differentiate between the quality of schools that are realistic alternatives for their children.

Table 9: Correlation Matrix of Performance and Poverty Measures

	Poverty
Current School Performance Grades	-0.78*
Achievement Score	-0.81*
Growth Score	-0.17*

**Significant at the 0.05 level*

Schools 5 through 9 are middle schools in Northeast Charlotte. All schools received Ds or Fs under the existing School Performance Grade system. As previously mentioned, the small difference between a D and F may not be enough for a parent to choose a different school. However, Table 10 shows the school grades in a dual grading system. Here, a parent with a child at School 5 can clearly see that School 7 and 9 might be better choices for his/her child. A dual grading system will empower parents and families to make realistic decisions about their child’s education based on their own personal preferences and values.

Table 10: Dual Grading System Results for Northeast Charlotte Middle Schools

School	Achievement Grade	Growth Grade
School 5	F	F
School 6	F	D
School 7	F	A
School 8	F	C
School 9	F	B

4. FEASIBLE

Alternative 2 is not politically feasible in the short term. Legislators have proposed multiple bills to alter the existing School Performance Grade system. The only one that passed extended the use of the 15-point grading scale instead of converting to a 10-point scale. However, many others died in committee. House Bill 368 proposed that the grades be calculated using 80% growth and 20% achievement. House Bill 803 proposed the metrics be equally weighted. House Bill 300, a proposal similar to Alternative 2, also did not make it out of committee. A dual grading system may be possible in the long-term as more data is collected and if legislators’ preferences change.

Alternative 3: Keep the existing School Performance Grade system and take action to familiarize other performance measures.

Recognizable	Conveys both measures	Empowers decision-making	Feasible
~	✓	✓	✓

The State Board of Education and the North Carolina Department of Public Instruction could take actions to make all school

performance measures more familiar. As Tables 3 and 4 show, School Performance Grades already successfully convey achievement scores. Measures like growth and ACT scores can be unfamiliar to parents. The State Board of Education could make these measures more familiar by providing an easy tutorial on the NC Report Cards and ensuring that the School Performance Grade and other performance measures are displayed clearly and equally. The Board could also insist that they and NCDPI make an effort to reference the terms and their significance when speaking to the legislature, the media, and the public. The Board could make policy around specific performance measures, such as growth, instead of just School Performance Grades.

1. RECOGNIZABLE

This alternative would make performance measures more recognizable and education jargon more familiar. However, it likely will not be as familiar as the A-F scale.

2. CONVEYS BOTH MEASURES

This alternative would convey both achievement and growth measures, along with other school performance measures.

3. EMPOWERS DECISION-MAKING

This alternative does clearly show the difference in performance between alternate schools. Parents will be knowledgeable about all school performance measures, and be empowered to make their own judgments and set their own “weights” based on what is best for their child.

4. FEASIBLE

Finally, this alternative is feasible. The cost would only include modifying the existing website. Additionally, and could be implemented quickly and do not need legislative approval.

RECOMMENDATIONS

In the long term, the State Board of Education should advocate to replace the existing School Performance Grade system with a dual grading system. In the short term, the State Board of Education should take action to familiarize all performance measures and recognize those schools with high growth scores.

	Recognizable	Conveys both measures	Empowers decision-making	Feasible
1: Keep existing system	✓	✗	✗	✓
2: Replace with dual system	~	✓	✓	✗
3: Keep existing system and familiarize other measures	~	✓	✓	✓

PART 2: HOW CAN SCHOOL PERFORMANCE GRADES BE UTILIZED TO REFORM SCHOOLS?

The State Board of Education and the North Carolina Department of Public Instruction can utilize the existing School Performance Grades for more than just transparency as discussed in Part 1. School Performance Grades can also be used as a basis to support and reform schools. In this section, we propose implementing a School Mentoring Program to reform the lowest performing schools. First, we must identify which schools should be the top priority.

IDENTIFYING HIGH-PRIORITY SCHOOLS

As we have seen in Part 1, School Performance Grades do not clearly convey the whole story of a school’s performance. Two schools receiving Fs could have very different growth scores. Therefore, we must identify high-priority schools using more than the School Performance Grades.

The schools that need the most attention, which we will refer to as “reform schools,” are those with low achievement and low growth. There are 308 schools that scored below 55 in achievement (D/F) and below 70 in growth. If growth scores were converted to a 10-point scale like shown in Table 11, a score of 70 and below would be equivalent to a D/F. Though these schools may have some great systems and personnel in place, they are clearly facing major challenges that are hindering student performance. Table 12 shows the performance measures for School 12, a school in need of reform.

Table 11: Growth Grades on a 10-point scale

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

Table 12: Reform School

School	School Performance Grade	Achievement Score	Growth Score
School 12	F	31 (F)	55 (F)

SCHOOL MENTORING PROGRAM

Overview

The State Board of Education can contribute to school reform by implementing a School Mentoring Program. With this program, the 308 reform schools would pair with similar schools that received high School Performance Grades. The schools should be strategically matched so that their demographics are similar. Ensuring that the schools serve

similar populations will be beneficial in the mentoring process because the schools should have similar opportunities and should face similar challenges. See below for a more detailed description of the school matching method.

The possibilities for how paired schools would interact are endless. Below are potential opportunities for school leadership, teachers, and students.

LEADERSHIP

- Visit opposite schools or communicate virtually.
- Use data as a resource, such as teacher working condition surveys or student surveys.

TEACHERS

- Virtually combined classrooms
- Combined science fair

STUDENTS

- Pen-pals
- School visits

Objectives

The School Mentoring Program would provide reform schools with a tailored resource for improvement in school operations and performance measures. Instead of a top-down solution from NCDPI, school mentoring would provide an opportunity for horizontal support. This method will prove especially useful for rural reform schools where Race to the Top turnaround models are more challenging, as it's more difficult to replace a principal and teachers in our more rural districts². We recommend NCDPI track and analyze data on school performance grades, teacher working conditions, along with other measures, for both the reform school and its partner.

Matching

Below is an example of two matched schools. The schools' demographics are relatively similar in regards to racial make-up, poverty measures, enrollment size, and grades served. Additionally, both are in the same district and therefore are under similar district policies. However, School 13 received an F while School 14 received a B. These schools should have similar opportunities and challenges, yet one is performing much stronger than the other is. School 13 would benefit from School 14's partnership.

	LEA	Hispanic	Black	White	FRL	Size	School Performance Grade
School 13	Charlotte-Meck	37%	57%	1%	88%	986	F
School 14		23%	54%	14%	100%	697	B

There are some limitations to the matching process. Almost every reform school is high-poverty. Because poverty is highly correlated with School Performance Grades, this also means there are few high-poverty schools that received A/Bs to match with the 308 reform schools. There are 17 high-poverty schools that received As, but most of them are racially homogenous, have very small enrollment sizes, or are early colleges, making them difficult to match. There are 133 high-poverty B schools, but this is not enough to match one-to-one with the 308 reform schools. There are 744 high-poverty C schools, which is more than enough. However, a School Performance Grade of a C is not as high as we would like to see for a successful School Mentoring Program.

Teacher Working Condition Surveys

North Carolina Teacher Working Condition Surveys, along with other data sources like student surveys and principal observations, could be a great resource for the School Mentoring Program. The North Carolina Teacher Working Conditions survey is an anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district, and state level. NCDPI already uses the results of this survey in the on-going process for collaborative school and district improvement plans, and can further leverage the surveys in the School Mentoring Program. The survey is standardized and comprehensive, covering the following topics:

- Community Engagement and Support
- Teacher Leadership
- School Leadership
- Managing Student Conduct
- Use of Time
- Professional Development
- Facilities and Resources
- Instructional Practices and Support
- New Teacher Support

A resource with hard data such as the Teacher Working Condition Surveys will prove useful for both mentees and

² The federal government requires LEAs to use turnaround models in order to qualify for Race to the Top funding. In the four turnaround models, the principal is replaced or the school is completely closed. More information can be found at <http://wallacefoundation.org/pages/federal-funding-school-turnaround-field-guide.aspx>.

mentors. For mentees, the surveys are evidence that the mentor school leadership is doing specific things differently. For mentors, the surveys are a resource to spot areas of improvement for mentees. Figure 3 displays Teacher Working Condition Survey results for the matched schools used above.

Figure 3: Teacher Working Condition Survey results for Schools 13 and 14, 2012

Statement	School 14	School 13
Teachers are recognized as educational experts.	90.7%	55.6%
Teachers have adequate space to work productively.	92.9%	50.0%
This school does a good job of encouraging parent/guardian involvement.	93.0%	50.0%
Students at this school follow rules of conduct.	67.4%	3.6%
Community members support teachers, contributing to their success with students.	74.4%	25.9%
The faculty and staff have a shared vision.	90.5%	44.0%
Teacher performance is assessed objectively.	87.8%	48.0%
The school improvement team provides effective leadership at this school.	84.2%	44.0%
The faculty has an effective process for making group decisions to solve problems.	73.8%	37.0%

These statements align to very specific and actionable items for school leadership. Principal 14 could use this to identify areas of improvement for Principal 13. For example, Principal 14 might see the huge difference in ratings for students following rules of conduct. She might then ask Principal 13 what he does to manage student behavior, what has worked, and what has been challenging. From his answers, Principal 14 provides feedback and guidance based on her experience, and eventually helps him implement School 14's discipline policies and procedures in School 13. She follows up with Principal 13 and the new discipline system every two weeks, and even has a School 14 teacher check in with a School 13 teacher to see how student conduct has improved.

Participation in the School Mentoring Program should be on a voluntary basis for both the mentor and mentee schools. This will ensure that the school leadership has bought-in to the program. We do recommend incentivizing participation. If feasible, a small stipend for the mentors would encourage participation. Other strategies include recognizing the school mentors or hosting training at a School Mentoring Program conference. Emphasizing the benefits of the program is likely enough to incentivize the mentee. This is a rare opportunity to receive horizontal support from a peer performing the same duties and serving similar populations.

We recommend the matching schools be located either in the same district or in nearby districts. Matching schools that are within the same district will have the benefit of similar district policies, but might run into challenges due to the inherent competitiveness of within-district schools. Schools in nearby districts will not face these challenges, but will also not be under the same district policies.

FINAL CONCLUSIONS AND RECOMMENDATIONS

In the long term, the State Board of Education should advocate to replace the existing School Performance Grade system with a dual grading system. In the short term, the State Board of Education should take action to familiarize all performance measures and recognize those schools with high growth scores.

The State Board of Education and the North Carolina Department of Instruction should use School Performance Grades as a tool to reform low-achieving, low-growth schools. A School Mentoring Program would provide a low-cost, feasible method to support and reform these schools. The program will be successful if mentee and mentor schools are matched strategically, ensuring that the student demographics, geographic area, grade levels served, and enrollment size are similar. Data from Teacher Working Condition surveys, or other resources, will provide clear and specific areas of improvement for reform schools.



By Joe Maugeri, Julia Burrus Pierson, Vincent Reitano, and Qi Wang Xing

The Financial and Business Services Area is in its ninth year of the Research Intern Program. The Program is designed to help build a quality research program within NCDPI to supplement and supply data for discussions related to procedural, process, and policy changes. This year's program included students from Duke University's Master of Public Policy program, North Carolina State University's Master of Public Administration program, and The University of North Carolina at Chapel Hill's Master of Public Administration and Doctorate in Education programs. The intern program is managed by Eric Moore (919-807-3731) and Kayla Siler (919-807-3824) | intern_research@dpi.nc.gov

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

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to: Dr. Rebecca Garland, Deputy State Superintendent
6368 Mail Service Center, Raleigh, NC 27699-6368 :: Telephone: (919) 807-3200 :: Fax: (919) 807-3388