

# **North Carolina Department of Public Instruction**

## **Consolidated State Application September 1, 2003 Submission**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

**Due: September 1, 2003  
(Revised: December 1, 2003)**



**U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**

## **Instructions for Completing the Consolidated State Application September 1, 2003 Submission**

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their September 1, 2003, consolidated applications is listed below.

### **Summary of Information Required for September 1, 2003 Submission**

#### **Baseline Data and Performance Targets for ESEA GOALS AND ESEA INDICATORS**

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d)).

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma.
- 5.2 Performance indicator: The percentage of students who drop out of school.

This workbook format has been developed to facilitate preparation and submission of the information required in this September 1, 2003, submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is September 1, 2003.

### **Transmittal Instructions**

To expedite the receipt of this September 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
Washington, D.C. 20202-6400  
(202) 401-0113

## **ESEA GOALS and ESEA INDICATORS**

**Performance Indicator 2.1:** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

For this September 1, 2003, Consolidated State Application submission, States must report information related to their standards and assessments for English language proficiency and baseline data and performance targets for ESEA Performance Indicator 2.1.

**A. English Language Proficiency (ELP) Standards and Assessments**

**Please describe the status of the State's efforts to establish ELP standards that relate to the development and attainment of English proficiency by limited English proficient students. Specifically, describe how the State's ELP standards:**

- **Address grades K through 12**
- **Address the four domains of listening, speaking, reading, and writing**
- **Are linked to the academic content and achievement standards in reading/language arts and mathematics, and in science (by 2005-2006)**

**NORTH CAROLINA'S RESPONSE**

North Carolina currently has a draft of ELP standards entitled the *North Carolina English Language Development Standard Course of Study* (SCS). This document establishes goals and objectives in English language proficiency for K-12 students whose first language is not English. It focuses on the progressive development of the English language skills of listening, speaking, reading, and writing for personal, social, and especially, academic purposes.

The SCS is designed to set standards for growth leading to the attainment of full English language proficiency in accordance with the cognitive development of children and adolescents as well as the language needs of academic content which become progressively demanding as the student moves up the K-12 continuum.

In accordance with the procedures established by the Instructional Services Division of the NC Department of Public Instruction for the development of the Standard Courses of Study, a committee of representatives selected by the eight ESL Regional Roundtables met in December, 2002 to formulate a general framework for the SCS. Based on its recommendations, an expert committee of ESL teachers, classroom teachers, university professors, and administrators was appointed to draft the curriculum. The committee met throughout the spring and summer of 2003. It reviewed the legal requirements of No Child Left Behind, studied the latest research affecting second language education, looked at the national *ESL Standards for Pre-K-12 Students* and examined standards documents from other states. Working in elementary, middle grades, and high school subcommittees, the members completed the draft. The draft is now posted on the ESL website at [www.learnnc.org/dpi/instserv.nsf](http://www.learnnc.org/dpi/instserv.nsf) for public comment. The document will be presented to the State Board of Education for discussion in November, 2003 and action in December, 2003 in accordance with the Division's schedule for curriculum development and revision.

The SCS is organized around four goals which apply to all limited English proficient students K-12. They are:

**Competency Goal 1:** Listening—The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

**Competency Goal 2:** Speaking—The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

**Competency Goal 3:** Reading—The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.

**Competency Goal 4:** Writing—The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Under each goal, there are a series of objectives at each grade or grade cluster for each of the six levels of proficiency (Novice Low, Novice High, Intermediate Low, Intermediate High, Advanced, Superior). These are observable and measurable learning targets which contribute to the attainment of the broader goal. They reflect the academic language required at each grade and coincide with the cognitive level of the student. The objectives at the Superior level reflect what all students are expected to know and be able to do in English language arts at each specific grade and are linked directly to the *English Language Arts Standard Course of Study*.

In 2000, the North Carolina Department of Public Instruction published and distributed *Guides to the Standard Course of Study for Limited English Proficient Students* at K-5, 6-8, and 9-12. These documents were developed by ESL teachers, coordinators, and regular classroom teachers to improve instruction for English language learners in math, science, social, studies, and English language arts. The Guides will be revised to incorporate the English Language Development standards and to address the revised curricula in other content areas. Once complete, these documents will serve as the link between the English language development standards and the content standards.

**B. Baseline Data for Performance Indicator 2.1**

In the following table, please provide English language proficiency (ELP) baseline data from the 2002-2003 school year test administration. English language proficiency baseline data should include all students in the State who were identified as limited English proficient by State-selected English language proficiency assessments, regardless of student participation in Title III supported programs.

1. The ELP baseline data should include the following:

- Total number of students identified as LEP by each State-selected ELP assessment(s);
- Total number and percentage of LEP students at each level of English language proficiency as defined by State ELP standards and ELP assessments; and
- A list of each of the ELP assessment(s) used to determine level of English language proficiency.

2. The baseline data should:

- Indicate all levels of English language proficiency; and
- Be aggregated at the State level.
- If a State is reporting data using an ELP composite score (e.g., a total score that consists of a sum or average of scores in the domains of listening, speaking, reading, writing, and comprehension), the State must:
  - Describe how the composite score was derived;
  - Describe how all five domains of English language proficiency were incorporated into the composite score; and
  - Describe how the domains were weighted to develop the composite score.

**Baseline information follows:**

**Baseline Data for 2002-2003  
IDEA Proficiency Test<sup>1</sup>**

<b>Domain<sup>2</sup></b>	<b>Total Number of LEP Students Assessed</b>	<b>Novice Low</b>	<b>Novice High</b>	<b>Intermediate Low</b>	<b>Intermediate High</b>	<b>Advanced</b>	<b>Superior<sup>3</sup></b>
<b>Oral</b>	50,833						
Number Identified		3,588	3,651	5,167	6,397	9,536	22,494
Percent		7.1	7.2	10.2	12.6	18.86	44.3
<b>Writing: Conventions</b>	36,100						
Number Identified		1,879	3,491	2,882	4,011	5,215	18,622
Percent		5.20	9.7	7.7	11.1	14.5	51.6
<b>Writing: Composition</b>	35,923						
Number Identified		2,471	1,843	5,104	12,163	4,390	9,952
Percent		6.9	5.13	14.2	33.9	12.2	27.7
<b>Reading</b>	35,966						
Number Identified		1,508	7,991	4,774	4,901	9,131	7,661
Percent		4.2	22.22	13.3	13.6	25.4	21.3

<sup>1</sup>All students identified as limited English proficient are required to participate in the annual assessment conducted between February 1 and April 30 each year.

<sup>2</sup>The Oral is administered to students in grades K-12. The Writing Conventions, Writing Composition, and Reading are administered to students in grades 2-12.

<sup>3</sup> Students at the Superior level in all domains are proficient.

**C. Performance Targets (Annual Measurable Achievement Objectives) for English Language Proficiency**

**Section 3122(a)(3) requires that States' annual measurable achievement objectives for English language proficiency include annual increases in the number or percentage of children attaining English proficiency. Please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards. Please include in your response:**

- **The test score range or cut scores for each of the State's ELP assessments**
- **A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English.**

**NORTH CAROLINA'S RESPONSE**

North Carolina's definition of a limited English proficient student is any student whose primary language is other than English and who is insufficiently proficient in the English language to receive instruction exclusively from regular education programs and function on an academic par with his/her peers.

In the *English Language Development Standard Course of Study*, the proficient level is designated as "superior" for each domain. A student who reaches the superior level in all domains will no longer be identified as limited English proficient.

The IDEA Proficiency Test is the required English language proficiency assessment for all limited English proficient students in North Carolina. The following chart below contains the cut scores for each proficiency level at each grade. Currently, we have cut scores for oral which combines listening and speaking, reading which includes reading comprehension, and writing which includes both conventions and composition. We are working with the publishers of the IPT so that next year we can report the scores in the five domains as required by *No Child Left Behind*.

**English Language Proficiency Cut Scores**

Domain	Novice Low	Novice High	Intermediate Low	Intermediate High	Advanced	Superior <sup>1</sup>
<b>Oral<sup>2</sup></b>						
K	A	B	B	C	C	DEF
1-3	A	B	C	C	D	EF
4-6	A	B	C	D	E	F
7-12	A	B	C	D	E	F
	<b>Eligible for NCAAAI or State Mandated Test with Accommodations<sup>3</sup></b>					<b>Standard State Mandated Test without Accommodations</b>
<b>Writing<sup>4</sup></b>						
Grades 2-12						
Conventions	0-2	3-4	5	6	7	8-10
Composition <sup>5</sup> 1) Write a Story 2) Write Own Story	0	1-2	3-4	5-6	7	8-9

	<b>Eligible for NCAAAI or State Mandated Test with Accommodations<sup>3</sup></b>			<b>Standard State Mandated Test with or without Accommodations</b>		<b>Standard State Mandated Test without Accommodations</b>
<b>Reading<sup>6</sup></b>						
Grade 2	0-12	13-25	26-30	31-35	36-43	44-51
Grade 3	0-13	14-27	28-34	35-40	41-45	46-51
Grade 4	0-12	13-25	26-30	31-35	36-43	44-51
Grade 5	0-12	13-25	26-30	31-35	36-43	44-51
Grade 6	0-13	14-27	28-34	35-40	41-45	46-51
Grade 7-8	0-12	13-25	26-31	32-35	36-43	44-51
Grades 9-12	0-13	14-27	28-35	36-40	41-45	46-51

<sup>1</sup>The superior level is designated as the proficient level. Writing proficiency is met by scoring at the proficient level (superior) in both conventions and composition.

<sup>2</sup>Oral ranges from A-F.

<sup>3</sup>Limited English Proficient students are eligible for participation in the NCAAAI during the first 24 months of membership in a Local Education Agency.

<sup>4</sup>Writing conventions is a multiple-choice raw score ranging from 0-10. Writing composition is a holistic score with a range of 0-3 points for each of the three writing prompts.

<sup>5</sup>The *Composition* score is the combined score from two "Write a Story" prompts plus the "Write Own Story" prompt. The combined score range is from 0-

**C. Performance Targets (Annual Measurable Achievement Objectives) for English Language Proficiency**

**Section 3122(a)(3) requires that States' annual measurable achievement objectives for English language proficiency include annual increases in the number or percentage of children making progress in learning English. Please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessments. Please include in your response:**

- **A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments**
- **A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources)**
- **A description of the language domains in which students must make progress in moving from one English language proficiency level to the next**
- 

**NORTH CAROLINA'S RESPONSE**

The following is the description of the six English language proficiency levels defined by the State's English language proficiency standards and assessments. Because limited English proficient students may be at varying levels in the different domains, the State has chosen to not report overall proficiency levels but rather to report by domain. The chart above indicates the scores students must have to progress from one proficiency level to the next in each domain. A student must be at the superior level in all domains to be proficient.

Description of Six Language Proficiency Levels by Domain

<b>English Proficiency Level</b>	<b>Novice Low</b>	<b>Novice High</b>	<b>Intermediate Low</b>
<b>Listening</b>	No functional ability in understanding spoken English	Understands simple questions and statements on familiar topics if spoken very slowly and distinctly; often require restatement in graphic terms.	Understands most questions, statements, and conversations on familiar topics spoken distinctly at normal speed; requires occasional restatement.
<b>Speaking</b>	No functional ability in speaking English	Able to satisfy routine daily speaking needs. Can ask and answer questions on very familiar topics. Speaking vocabulary is inadequate to express anything but the most elementary needs. Should be able to follow simple classroom directions.	Can handle with confidence but not facility most daily speaking situations. Can handle limited scholastic language requirements; will need help for most tasks. Limited vocabulary often reduces the students to verbal groping or momentary silence.
<b>Reading</b>	No functional ability in reading English	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs such as names, addresses, dates, short informative signs (ex. street signs, no smoking, exit). Material understood rarely exceeds a single phrase and comprehension requires rereading and checking. Can recognize all letters in the alphabet. Detail is overlooked or misunderstood.	Sufficient comprehension to understand simple material. Can read messages, greetings, popular advertising, letters and invitation. Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretation still occurs with more complex material. May have to read material several times.
<b>Writing</b>	No functional ability in writing English	Able to copy isolated words or short phrases. Can write simple, memorized material with frequent misspellings and inaccuracies.	Sufficient control of writing system to meet some survival needs. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Evidence of good control of basic sentence construction and inflections such as subject/verb agreement; and straightforward syntactic constructions in present, past, and future time though errors occasionally occur.

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<b>English Proficiency Level</b>	<b>Intermediate High</b>	<b>Advanced</b>	<b>Superior</b>
<b>Listening</b>	Understands most informal questions, statements, and conversation at normal speed; comprehends lectures on familiar subjects with some difficulty.	Understands most conversation and most lectures on familiar subjects at normal speed.	Understands academic topical conversation and most lectures with no difficulty.
<b>Speaking</b>	Participates effectively, sometimes hesitatingly, in social and academic conversations; makes occasional errors in idiom and structure, often obscuring meaning.	Able to speak the language in most situations. Comprehension is quite complete for a normal rate of speech. Make occasional errors in idiom and structure obscuring meaning.	Able to use the language fluently on all levels normal to school-related needs. Can understand and participate in almost any conversation with the range of experience with a high degree of fluency.
<b>Reading</b>	Able to read simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Some misunderstandings. Able to read the facts but cannot draw inferences.	Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on current topics related to special interests. Able to read for information and description, to follow a sequence of events, and to react to that information. Able to separate main ideas from lesser ones and to use that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public.	Able to read at a normal rate of speed standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest. Can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions, and conjectures. Able to "read between the lines." May be unable to appreciate nuance or style.
<b>Writing</b>	Sufficient control of writing system to meet most survival needs. Can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. Can express fairly accurately present and future time. Can produce some past verb forms, but not always accurately or with correct usage.	Can write simple social correspondence, take notes, write summaries, and describe with factual topics. Still makes common errors in spelling and punctuation, but shows some control of the most common conventions. Able to join sentences in limited discourse, but has difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Able to use the written language effectively in most exchanges. Can write short papers and express statements of position, points of view and arguments. Good control of structure, spelling, and vocabulary. Can use complex and compound sentence structures to express ideas clearly and coherently. Still has problem tailoring writing to a variety of audiences and styles.

In the table that follows, please provide performance targets/annual measurable achievement objectives for:

- The percentage or number of LEP students who will make progress in learning English
- The percentage or number of LEP students who will attain English language proficiency

Performance targets/annual measurable achievement objectives are projections for increases in the percentage or number of LEP students who will make progress in learning English and who will attain English language proficiency.

A table has been provided to accommodate States' varying approaches for establishing their performance targets/annual measurable achievement objectives. Some States may establish the same performance targets/annual measurable achievement objectives for all grade levels in the State. Other States may establish separate performance targets/annual measurable achievement objectives for elementary, middle, and high school, for example. If a State establishes different performance targets/annual measurable achievement objectives for different grade levels/grade spans/cohorts, the State should complete a separate table for each grade level/grade span/cohort and indicate next to the "unit of analysis/cohort" the grade level/grade span/cohort to which the performance targets/annual measurable achievement objectives apply.

North Carolina has two Annual Measurable Achievement Objectives for English Language Proficiency. They apply to all limited English proficient students across the state. They are:

1. By 2013-2014 academic year, 100 percent of students identified as limited English proficient shall demonstrate progress (improve a least one proficiency level) in at least one of the domains on the state required language proficiency test.
2. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient and who have been in American school(s) for at least five years shall score at the superior level in all domains on the state required language proficiency test.

The table that follows lists the year by year performance targets for meeting these objectives.

Years	Percent of Limited English Proficient Students Making Progress in a Least One Domain in English Language Proficiency	Percent of Limited English Proficient Students Attaining English Language Proficiency at the End of Five Years
2003-2004	40	20
2004-2005	45	25
2005-2006	50	30
2006-2007	55	35
2007-2008	60	40
2008-2009	65	50
2009-2010	70	60
2010-2011	75	70
2011-2012	85	80
2012-2013	95	90
2013-2014	100	100

**Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.1:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

NCLB places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

The requirement that teachers be highly qualified, as defined in Section 9101(23) of the ESEA, applies to public elementary and secondary school teachers teaching in core academic subjects. (The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (*Section 9101(11)*)). For more detailed information on highly qualified teachers, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/offices/OESE/SIP/TitleIIGuidance2002.doc>

**A.** In the following chart, please provide baseline data and targets for the percentage of classes in the core academic subjects being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines “high-poverty” schools as schools in the top quartile of poverty in the State.

For baseline data, please indicate the percentage of classes in core academic subjects taught by “highly qualified” teachers both in the aggregate for the State and for high-poverty schools in the State in the 2002-2003 school year. For targets, please indicate the percentage of classes in core academic subjects that will be taught by highly qualified teachers by the end of the 2005-2006 school year.

North Carolina Baseline Data and Targets	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate	Percentage of Classes Taught by Highly Qualified Teachers High-Poverty Schools
2002-2003 Baseline	*83%	*78%
2003-2004 Target	*90%	*88%
2004-2005 Target	*95%	*95%
2005-2006 Target	*100%	*100%

\* Data will be provided based on the time line noted in Mike Ward’s August 29, 2003 cover letter that accompanies this submission.

B. To best understand the data provided by States, please provide the State’s definition of a highly qualified teacher below.

**1.01 Highly Qualified Teachers Defined**

As specified in the PL 107-110 (NCLB), the term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

To be a “highly qualified teacher” at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the Praxis II exams required for the license.

To be a “highly qualified teacher” at the middle and high school levels a teacher must have obtained a middle school or secondary license in a teaching area required for each teaching assignment and demonstrate a high level of competency by:

- 1) Passing the required PRAXIS II test(s) in each academic subject in which the teacher teaches;
- 2) Successfully completing in each academic subject in which the teacher teaches
  - (a) An undergraduate major; or
  - (b) Coursework equivalent to an undergraduate major; or
  - (c) A graduate degree in the core teaching subject area(s); or
  - (d) Master’s level licensure or above in the appropriate subject area; or
  - (e) NBPTS certification in the related subject area(s).

Teachers who are not “new to the profession” can use the North Carolina High Objective Uniform State Standard for Evaluation (HOUSSE) to establish they are “highly qualified” as required in PL 107-110 (No Child Left Behind). To be able to utilize the HOUSSE as a means of establishing a teacher is “highly qualified,” the individual must have taught with a reciprocal state license, full-time for not less than six successive calendar months in one LEA, charter school, or non-public institution.

To be deemed “highly qualified” in a content area using the HOUSSE, all content standards must be “met,” and the teacher must receive a satisfactory rating on the LEA validated performance evaluation.

To meet a content standard, the teacher must be judged to have met 80% of the content indicators (with an indication of evidence[s] used for making judgments). Multiple indicators must be used.

ONLY trained evaluators are eligible to complete the NC HOUSSE. Evaluators must be "highly qualified" in the license area assessed. Upon successful completion of the HOUSSE, the LEA Superintendent or designated Personnel Administrator submits Licensure Form HQ to the Licensure Section.

### **1.02 Timelines for Meeting Highly Qualified Requirements**

The above criteria apply to new teachers in Title I schools and Title I assisted programs beginning with the 2002-2003 school year. The above criteria apply to all other new teachers beginning with the 2006-2007 school year. Teachers hired prior to the 2002-2003 school year must meet the criteria specified above or demonstrate competency based on a high, objective State standard of evaluation in each academic subject in which the teacher teaches by June 30, 2006.

### **1.03 Notification to Parents of Professional Qualifications of Teachers**

At the beginning of each school year, LEAs must notify the parents of each student attending a Title I school that they may request the following qualifications of their child's teacher:

- Whether the teacher has met NC licensing requirements
- Whether the teacher has had any licensure requirements waived
- What the teacher's bachelor degree major(s) is/are, other degrees held and teaching license area(s) held

Timely notice must also be given to parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

**Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.2:** The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in section 9101 (34).)

In the following chart, please provide baseline data and targets for the percentage of teachers receiving high-quality professional development. The term “high-quality professional development” means professional development that meets the criteria outlined in the definition of professional development in Title IX, Section 9101(34) of ESEA. For more detailed information on high-quality professional development, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/offices/OESE/SIP/TitleIguidance2002.doc>

For baseline data, please indicate the percentage of teachers who received “high-quality professional development” in the 2002-2003 school year. For targets, please indicate the percentage of teachers who will receive “high-quality professional development” through the 2005-2006 school year. The data for this element should include all public elementary and secondary school teachers in the State.

North Carolina Baseline Data and Targets	Percentage of Teachers Receiving High-Quality Professional Development
2002-2003 Baseline	*69%
2003-2004 Target	*80%
2004-2005 Target	*90%
2005-2006 Target	*100%

\* Data will be provided based on the time line noted in Mike Ward’s August 29, 2003 cover letter that accompanies this submission.

**Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.3:** The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

*The No Child Left Behind Act of 2001* defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/offices/OESE/SASA/paraguidance.doc>

In the following chart, please provide baseline data and targets for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. For baseline data, please indicate the percentage of Title I paraprofessionals who were qualified, as defined above, in the 2002-2003 school year. For targets, please indicate the percentage of Title I paraprofessionals who will be qualified by the end of the 2005-2006 school year.

North Carolina Baseline Data and Targets	Percentage of Qualified Title I Paraprofessionals
2002-2003 Baseline	*35%
2003-2004 Target	*55%
2004-2005 Target	*75%
2005-2006 Target	*100%

\* Data will be provided based on the time line noted in Mike Ward's August 29, 2003 cover letter that accompanies this submission.

**Baseline data and performance targets for Goal 4, Performance Indicator 4.1:** The number of persistently dangerous schools, as defined by the State.

In the following chart, please provide baseline data and targets for the number of schools identified as persistently dangerous as determined by the State. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/offices/OSDFS/unsafeschoolchoice.doc>.

For baseline data, please provide the number of schools identified as persistently dangerous by the start of the 2003-2004 school year. For performance targets, please provide the number of schools that will be identified as persistently dangerous through the 2013-2014 school year.

North Carolina Baseline Data and Targets	Number of Persistently Dangerous Schools
2003-2004 Baseline	0
2004-2005 Target	0
2005-2006 Target	0
2006-2007 Target	0
2007-2008 Target	0

2008-2009 Target	0
2009-2010 Target	0
2010-2011 Target	0
2011-2012 Target	0
2012-2013 Target	0
2013-2014 Target	0

**Baseline Data and Performance Targets for Goal 5, Performance Indicator 5.1:** The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

In the May 7, 2002, Consolidated State Application Package, indicator 5.1 read: “The percentage of students who graduate from high school each year with a regular diploma – disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged—calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.” However, section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State’s academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

The Secretary approved each State’s definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State’s accountability plan. To reduce burden, provide flexibility, and promote more consistent data collection by the Department, we ask that the information you submit in this September 1, 2003, consolidated State application reflect this Title I definition rather than the definition used in the NCES Common Core of Data.

Using the definition of the graduation rate that was approved as part of your State’s accountability plan, in the following charts please provide baseline data and performance targets for the graduation rate. For baseline data, please provide the graduation rate for the 2001-2002 school year. For performance targets, please indicate what the State graduation rate will be through the 2013-2014 school year.

**Baseline Data: GRADUATION RATE**

<b>North Carolina - High School Graduates</b>	<b>High School Graduation Rate</b>
Student Group	01-02 Baseline
All Students	92.4
African American/Black	92.0
American Indian/Native Alaskan	93.7
Asian/Pacific Islander	95.1
Hispanic	91.1
White	96.9
Other	94.0
Students with Disabilities	*
Students without Disabilities	*
Limited English Proficient	*
Economically Disadvantaged	*
Non-Economically Disadvantaged	*
Migrant	*
Male	93.9
Female	96.7

\* Demographic information was not available to classify the 2001-02 graduates into these categories. The requisite demographic data are available for 2002-03, as reflected by the table on the next page.

**PERFORMANCE TARGETS: GRADUATION RATE**

North Carolina - High School Graduates	02-03 School Year	03-04 School Year	04-05 School Year	05-06 School Year	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year
Student Group												
All Students	93.0	93.7	94.3	*	**	**	**	**	**	**	**	100.0
African American/Black	92.7	93.3	94.0	*	**	**	**	**	**	**	**	100.0
American Indian/Native Alaskan	94.2	94.8	95.3	*	**	**	**	**	**	**	**	100.0
Asian/Pacific Islander	95.5	95.9	96.3	*	**	**	**	**	**	**	**	100.0
Hispanic	91.8	92.6	93.3	*	**	**	**	**	**	**	**	100.0
White	97.2	97.4	97.7	*	**	**	**	**	**	**	**	100.0
Other (Multi-racial)	94.5	95.0	95.5	*	**	**	**	**	**	**	**	100.0
Students with Disabilities	93.0	93.6	94.3	*	**	**	**	**	**	**	**	100.0
Students without Disabilities	97.2	97.5	97.7	*	**	**	**	**	**	**	**	100.0
Limited English Proficient	94.1	94.6	95.2	*	**	**	**	**	**	**	**	100.0
Economically Disadvantaged	94.6	95.1	95.6	*	**	**	**	**	**	**	**	100.0
Non-Economically Disadvantaged	97.5	97.9	98.0	*	**	**	**	**	**	**	**	100.0
Migrant	90.5	91.4	92.2	*	**	**	**	**	**	**	**	100.0
Male	94.4	94.9	95.4	*	**	**	**	**	**	**	**	100.0
Female	97.0	97.3	97.5	*	**	**	**	**	**	**	**	100.0

The 2002-03 “performance targets” shown for Students with Disabilities, Students without Disabilities, Limited English Proficient, Economically Disadvantaged, Non-Economically Disadvantaged and Migrant student groups are the actual graduation rates for 2002-03. These serve as the baseline for subsequent performance targets for these six groups because the 2001-02 data were incomplete and these groups could not be accurately identified statewide that year.

Performance targets for the all students, ethnic and gender groups are based on projecting annual increments necessary to reach 100% in 2013-14 if progress were continued from the 2001-02 baseline levels.

\* 2005-06 is the first year that a prospective (forward) on-time graduation rate can be calculated based on a cohort (i.e., the 2002-03 ninth grade cohort) definition as proposed on page 37 (Critical Element 7.1) of the North Carolina Consolidated State Application Accountability Workbook (Revised 4/22/03). New baselines will be established in 2005-06.

\*\* Performance Targets for 2006-07 through 2012-13 will be determined after the new baselines are available in 2005-06.

**Baseline Data and Performance Targets for Goal 5, Performance Indicator 5.2:** The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following charts, please provide baseline data and targets for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. For baseline data, in the following charts please indicate the State high school dropout rate for the 2001-2002 school year. For targets, please indicate the State high school dropout rate through the 2013-2014 school year.

**BASELINE DATA: DROPOUT RATE**

<b>North Carolina - Student Dropouts</b>	<b>Student Dropout Rate</b>
Student Group	01-02 Baseline
All Students	5.70
African American/Black	6.78
American Indian/Native Alaskan	9.89
Asian/Pacific Islander	3.65
Hispanic	9.44
White	4.88
Other	*
Students with Disabilities	*
Students without Disabilities	*
Limited English Proficient	*
Economically Disadvantaged	*
Non-Economically Disadvantaged	*
Migrant	*
Male	6.63
Female	4.75

- Baseline data were not available for the 2001-2002 school year.

Clarifying Note: For the purposes of the Consolidated State Application, North Carolina will adhere to the National Center for education Statistics' (NCES) requirements as specified on the preceding page. However, students who leave high school and complete a GED or Adult High School Program at a community college are presently counted as dropouts on North Carolina's Annual Dropout Report. The North Carolina State Board of Education will examine this issue at its October meeting to determine if changes to the current definition are needed.

**PERFORMANCE TARGETS: DROPOUT RATE**

North Carolina - Student Dropouts	02-03 School Year	03-04 School Year	04-05 School Year	05-06 School Year	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year
Student Group												
All Students	5.51	5.32	5.13	4.85	4.56	4.28	3.61	2.95	2.28	1.52	0.76	0.00
African American/Black	6.55	6.33	6.10	5.76	5.42	5.09	4.29	3.50	2.71	1.81	0.90	0.00
American Indian/Native Alaskan	9.56	9.23	8.90	8.41	7.91	7.42	6.26	5.11	3.96	2.64	1.32	0.00
Asian/Pacific Islander	3.53	3.41	3.29	3.10	2.92	2.74	2.31	1.89	1.46	0.97	0.49	0.00
Hispanic	9.13	8.81	8.50	8.02	7.55	7.08	5.98	4.88	3.78	2.52	1.26	0.00
White	4.72	4.55	4.39	4.15	3.90	3.66	3.09	2.52	1.95	1.30	0.65	0.00
Other	*	*	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Male	6.41	6.19	5.97	5.64	5.30	4.97	4.20	3.43	2.65	1.77	0.88	0.00
Female	4.59	4.43	4.28	4.04	3.80	3.56	3.01	2.45	1.90	1.27	0.63	0.00

\* Baseline data were not available for the 2001-2002 school year. Baseline data for groups not included in the report will be established for the 2004-2005 school year or sooner if the appropriate data gathering mechanisms are operational.