



NORTH CAROLINA NCLB News

MAY 2006

NCLB Impacts NC

The No Child Left Behind (NCLB) Act was signed into federal law in 2002. Since that time, our schools, districts and the state have been measured against the Adequate Yearly Progress (AYP) indicator. In addition, Highly Qualified requirements have been set for teachers of core academic subjects. The chart below and on page 2 show some statistics related to the federal law. Title I schools are most affected, as they face sanctions for not making AYP two or more years in a row in the same subject (reading or mathematics). NC could have an estimated 430 schools facing sanctions in 2006-07.

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NC NCLB FACTS

Number of NC schools in 2004-05	2,286
Number of NC Title I schools in 2004-05 (914 schoolwide and 239 targeted assistance programs)	1,153
Number of all schools (Title I and non-Title I) that have missed AYP two years in a row or more based on 2004-05 results	486
Number of all schools missing AYP two years in a row in reading only (through 2004-05)	308
Number of all schools missing AYP two years in a row in math only (through 2004-05)	238
Number of schools in Title I School Improvement in 2005-06 based on results through 2004-05	193
Schools in Title I School Improvement for missing proficiency in reading only	52
Schools in Title I School Improvement for missing proficiency in math only	14
Number of schools in Title I School Improvement in 2004-05 based on results through 2003-04	19
Number of schools offered as public school choice options in 2005-06	227
Number of students offered public school choice in 2005-06	76,089
Number of students who transferred as a result of public school choice in 2005-06	2,826
Number of students eligible for supplemental educational services in 2004-05 based on results through 2003-04	5,539
Number of students who received supplemental educational services in 2004-05 based on results through 2003-04	666

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For more information about this newsletter, please contact NC Department of Public Instruction Director of Communications and Information Vanessa Jeter at 919-807-3469 or vjeter@dpi.state.nc.us. Please email your NCLB-related questions you would like answered in the newsletter or on the Web to Charlotte Duren at cduren@dpi.state.nc.us. The **NC NCLB News** publication will be distributed to superintendents and Title I directors and available to others on the Web at www.ncpublicschools.org/nclb. If you have additional needs for hard copy editions, please contact Vanessa Jeter.



NCLB Impacts NC *continued*

TEACHER QUALITY

School Type	Total # of Core Academic Classes	# of Core Academic Classes Taught by Highly Qualified Teachers	% of Core Academic Classes Taught by Highly Qualified Teachers
ALL SCHOOLS IN STATE	64,357	56,824	88%
ELEMENTARY LEVEL			
High-Poverty Schools	6,687	5,912	88%
Low-Poverty Schools	9,039	8,384	93%
All Elementary Schools	32,030	29,438	92%
SECONDARY LEVEL			
High-Poverty Schools	5,292	4,158	79%
Low-Poverty Schools	10,261	9,066	88%
All Secondary Schools	32,327	27,386	85%

NCEXTEND2 Replaces NCAAP

Story contributed by Pam Biggs and Sheila Brown

The Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) require all students to be included in the state assessments. Based on information provided by the US Department of Education (USED), there are several ways in which a student may access the testing program:

- Standard test administration without accommodations;
- Standard test administration with accommodations;
- Alternate assessment based on grade-level achievement standards;
- Alternate assessment based on modified achievement standards;
- Alternate assessment based on alternate achievement standards.

North Carolina has developed new alternate assessments to meet the requirements for these assessments.

The North Carolina Checklist of Academic Standards (NCCLAS) has been developed as an alternate assessment based on grade-level achievement standards; the North Carolina EXTEND2 (NCEXTEND2) is being developed as an alternate assessment based on modified achievement standards; and the North Carolina Alternate Assessment Portfolio (NCAAP) is being used in 2005-06 to meet the requirements of

ASSESSMENT DESCRIPTION	NEW ASSESSMENTS
NCCLAS for EOG (<i>reading and math at grades 3-8 and 10</i>)	14
NCCLAS for science at grades 5 and 8	2
NCCLAS for writing at grades 4, 7 and 10	3
NCCLAS for 10 EOC	10
NCEXTEND2 for EOG (<i>reading and math at grades 3-8</i>)	12
NCEXTEND2 for EOG (<i>science at grades 5 and 8</i>)	2
NCEXTEND2 for writing at grades 4 and 7	2
NCEXTEND2 Occupational Course of Study subjects	3
NCEXTEND2 Occupational Course of Study writing	1
NCEXTEND1 for EOG (<i>reading and math at grades 3-8 and 10</i>)	14
NCEXTEND1 for science at grades 5, 8 and 10	3
NCEXTEND1 for writing at grades 4, 7 and 10	3
Computer skills alternate assessment	1
TOTAL	70

the alternate assessment based on alternate achievement standards. The NCAAP will be replaced by the North Carolina EXTEND1 (NCEXTEND1) beginning in 2006-07 for students with significant cognitive disabilities accessing the Standard Course of Study (SCOS) through extended content standards or essences.

NCEXTEND2 EOG

NCEXTEND2 EOG is an on grade-level assessment that serves as an alternate for end-of-grade reading and mathematics tests for grades 3-8, writing tests for grades 4 and 7, and, beginning with the 2006-07 school year, science tests for grades 5 and 8.

As an alternate assessment based on modified achievement standards, NCEXTEND2 EOG must be aligned to the grade-level academic content standards for the grade in which the student is enrolled. For North Carolina, this means the grade-level SCOS. This is based on the Notice of Proposed Rulemaking found in the Dec. 15, 2005, Federal Register, which can be accessed on the Web at <http://www.ed.gov/legislation/FedRegister/proprule/2005-4/121505a.html>.

To determine student participation in the NCEXTEND2 EOG, the following eligibility requirements must be considered:

- The student must have a current IEP;
- The student DOES NOT have a current 504 plan;
- The student IS NOT identified as having a significant cognitive disability;
- The student IS NOT receiving instruction in the SCOS through the essences/extensions.
- The student's progress in response to high quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP;
- The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence; and
- The nature of the student's disability may require assessments that are different in design.

Modified academic achievement standards are standards that are aligned with grade-level content and are expectations of student performance that have been adjusted to reflect reduced breadth or depth of grade-level content.

Like the standard end-of-grade tests, NCEXTEND2 EOG is a multiple-choice assessment. However, it has shorter reading passages with simplified vocabulary. There are fewer test questions and fewer answer choices (three instead of four). These pages have only one to two items per page written across the page instead of in columns. Students participating in the NCEXTEND2 EOG for reading and mathematics should be allowed ample opportunity to complete the tests.

The NCEXTEND2 writing tests for grades 4 and 7 use the same prompts, but are scored using modified achievement standards.

NCEXTEND2 OCS

In addition, NCEXTEND2 for the Occupational Course of Study (OCS) is an assessment that is being developed for the OCS courses of Occupational Mathematics I, Occupational English I (Reading), and Life Skills Science I and II, each assessed at the end of the course.



Standards Setting and Performance Composite Calculations Prompt Questions and Answers

The following are edited excerpts from questions superintendents asked at a March 28 meeting and responses as provided by Dr. Lou Fabrizio, director of accountability services.

How will writing results be handled since this is the first year they are being put back into the performance composite calculation for schools?

The State Board approved use of the upper bound of the confidence interval around the writing results. For example, if you had 55 percent of your students scoring proficient in writing and the margin of error is +/- 3, then the range would be from 52 to 58. In calculating the school's performance composite, we'll use that upper bound, that 58 percent in writing, as part of the computations for the performance composite. That was the State Board's way of recognizing that writing is a one-item test, and some margin of error should be taken into consideration.

Fall results of US History and Civics and Economics tests seem low. How were standards set?

Fall data indicate that 52 percent of the students scored proficient in US History and 58 percent of the students scored proficient in Civics and Economics. Standards were set using the contrasting groups method where we ask the teachers before the

students take the test to indicate how they view the students in their classroom based on the descriptions of the achievement levels. Did these students and the work they've done throughout the semester or course indicate they have mastery of the material? Did the students indicate that they have inconsistent mastery of the material? Did the students demonstrate little mastery of the material? We collect that information and then apply it to the distribution of test scores. US History and Civics and Economics, and prior to that, ELPS, teachers tend to have a much higher expectation of student work than the students seem to be able to exhibit.

How were standards set for the new Computer Skills test?

The bookmarking method was used to determine how students performed in Computer Skills. Fall data indicate about 55 percent of the students scored proficient. If a district allows, students have another opportunity to take the test in the spring. The new test is based on the new computer skills curriculum. (For more information on what's taught and assessed in computer skills, access the Web at <http://www.ncpublicschools.org/curriculum/computerskills/>.)

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Also being developed is the NCEXTEND2 OCS writing assessment for grade 10 that will be an extended response. These OCS assessments are being developed to meet the NCLB requirement to assess all students in high school in the areas of reading, mathematics and science. Students participating in the NCEXTEND2 OCS assessments must have an IEP and be

enrolled in the Occupational Course of Study. NCEXTEND2 OCS assessments are being field tested in Spring 2006 and will be operational in the 2006-07 school year.

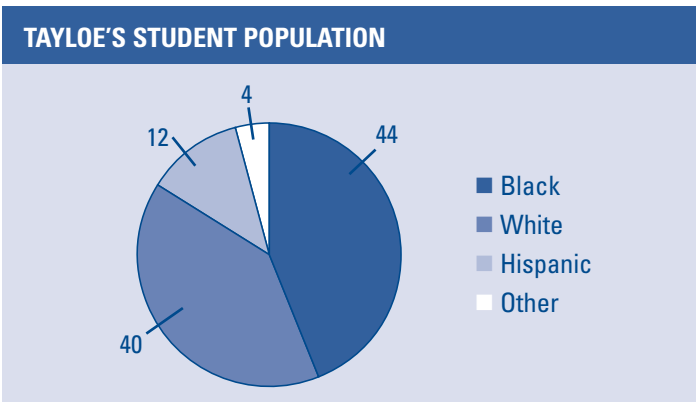
For more information and presentation materials on testing students with disabilities, access the Web at: <http://www.ncpublicschools.org/accountability/policies/tswd/>.

★ IN THE SPOTLIGHT

Taylor's Students Leap Ahead

This is the first in an on-going series highlighting Title I schools demonstrating outstanding progress in student achievement. If you have a suggestion for an upcoming school feature, please contact Dr. Belinda Black at bblack@dpi.state.nc.us or 919-807-3827.

Walk down the third grade wing of John Cotten Tayloe Elementary, a Title I school in Washington (NC) and, within minutes, you'll hear a similar lesson being taught by 13 teachers. Tayloe's consistent instructional delivery plan has yielded consistent results – nearly 90 percent proficiency in reading and math for all students in 2005. The good results are spread over a diverse student population. Sixty-nine percent of the students participate in the free or reduced-price lunch program.



The black/white achievement gap that exceeded 20 percentage points in math in 2002 closed to an 11 percentage point gap in 2005 while increasing the achievement level for both. Over 90 percent of students as a whole were proficient that year. In reading, 88 percent of students as a whole were proficient in 2005 with a 7 percentage point black/white achievement gap. From 2003 to 2005, exceptional children's proficiency in reading improved from 37 to 61 percent and in math from 46 to 83 percent.

Data are studied closely at the school and when Bubs Carson began as Tayloe principal five years ago, he saw too many students below proficiency.

"I really think you've got to spend one on one with these kids. That's how we've closed the achievement gap," Carson says. Small class size and differentiated



Tayloe teacher LuAnn Smith helps her second grade students in a writing project.

instruction are keys to the school's success. Title I funds help create two additional second grade teaching positions. The school's 275 second graders are divided among 16 classrooms – 11 regular classrooms of about 20 students each and five "Shooting Stars" classrooms with 11 students each who are at least one grade level behind by the end of first grade.

Three paid tutors and parent volunteers trained in the Great Leaps reading program help differentiate instruction in the school's 13 third grade classrooms. Areas needing instructional reinforcement are identified through regular benchmark and other diagnostic testing that's analyzed through Test Magic (purchased by the PTA). Re-teaching and tutor assignments are planned in weekly teacher meetings according to results.

Lourdes Williamson, Hispanic coordinator at the school, works with the school's growing Hispanic population individually and in small groups and communicates with parents individually and at school meetings. Last year, 100 percent of the Hispanic students scored proficient on reading and math EOGs.

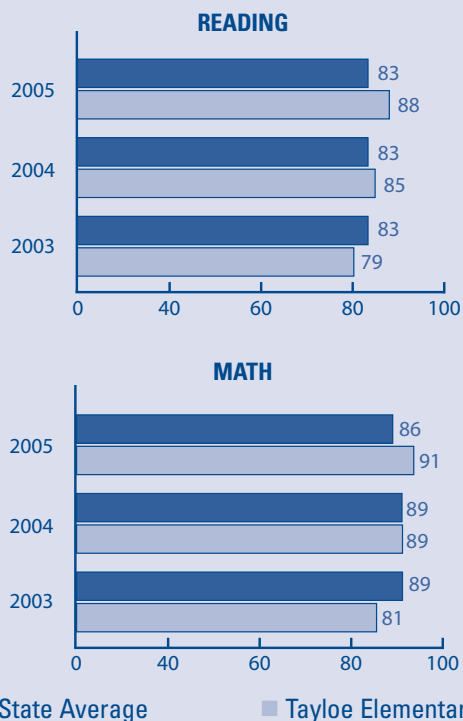
Teacher collaboration and planning are other keys to the school's success. Reading and math pacing guide teams for each grade level develop daily lesson plans a year in advance.

There's a lot of trust involved when a teacher uses a lesson plan developed by someone else. "We're going to make the best math lesson there can be and we know they're going to do the same in reading," says Glenda Moore, a math pacing guide team member.

JOHN COTTEN TAYLOE ELEMENTARY

Beaufort County Schools, Washington, NC • M.E. "Bubs" Carson, Principal • Title I school • School of Distinction, High Growth
 Made AYP for 2004-05 • Grades 2-3 • 543 students • 38 teachers • 27 teacher assistants
 Students participating in free or reduced-price lunch program: 69% • Southern Association of College & Schools accredited

GRADE 3 TEST SCORES TAYLOE VS. NORTH CAROLINA AVERAGE



“This is a lot different than when I started,” says LuAnn Smith, who has taught for 28 years, 14 of them at Tayloe. “I got a weekly staple allotment and a copy of the Standard Course of Study.”

High teacher quality is another consistency at Tayloe. Carson lets parents express teacher preferences before school starts. “All the teachers are of such high quality. It’s never a situation where everyone wants the same teacher,” he says. All teachers are fully licensed and the school has eight nationally certified teachers. “You’re not going to visit a school with a better faculty than this one,” he says.

2005 EOG SCORES % OF TAYLOE STUDENTS SCORES – PROFICIENT OR ABOVE

	READING	MATH
All Students	88%	91%
Black	84%	85%
White	91%	97%
Free and reduced lunch	86%	87%
Not free or reduced lunch	93%	98%
Female	92%	93%
Male	85%	88%
Students with disabilities	60%	79%
Non-disabled	95%	93%

Good planning and collaboration by high quality teachers in small classes with differentiated instruction has resulted in high achieving students – and some fun. This year, Shooting Stars students wanted to experiment to discover whether sand or salt melts the ice found on the ramps to their mobile unit classrooms most effectively. When the weather proved too warm, they froze the ramp boards – wrapped in aluminum foil for hygiene – in the cafeteria’s freezer. (Teacher Melissa Freeman’s answer: Salt.)

Tayloe may face a challenge if Beaufort County Schools’ 2006 student achievement in math continues the district in Title I District Improvement. In addition, city and county leaders are talking about changing schools’ grade configurations. Regardless of what happens, this focused, highly qualified, organized school team will develop an individualized plan structured for Tayloe’s success.

★ BUSH REAUTHORIZES ED-FLEX

In March, President George W. Bush signed into law Senator Richard Burr’s bipartisan legislation to reauthorize the Education Flexibility (Ed-Flex) Partnership Act.

Ed-Flex was created in 1999 to allow states with strong assessment and accountability systems to waive certain federal education requirements that may impede local efforts to reform and improve education. North Carolina has been an Ed-Flex state almost since the Act was created.

In the past, the state has obtained the authority to allow districts to apply for waivers to declare Title I-served

schools with less than 40 percent poverty as schoolwide programs. Another waiver available to participating districts provided more time for some teachers to meet Highly Qualified teacher requirements.

Waivers developed at the district level often center around innovative ways to combine funding streams and enhance community collaborations to improve student achievement.

The agency will be finding out what types of waivers are available for states to offer to their districts who apply for them soon.

Dunham Joins NCDPI



Dr. Phyllis Dunham

Dr. Phyllis Dunham has been appointed as an education program administrator in the Office of Curriculum and School Reform Services. She will determine and

monitor comparability in Title I schools across the state, manage North Carolina's Ed-Flex waiver program, and manage and conduct the Title I annual evaluation and other Title I activities.

Dr. Dunham will work to ensure that NCLB responsibilities and activities, which cross all organizational areas of the NCDPI, are coordinated and

that key requirements are addressed according to statute. Her work will include developing policies and procedures to implement certain key elements of the legislation.

"I look forward to working with administrators across the state to assist them in serving students," says Dr. Dunham.

Dr. Dunham comes to the agency from Harnett County Schools where she served most recently as director of research and evaluation with responsibility for all assessment/testing operations and accountability for the district.

She has 15 years of experience in the field of education as an administrator and exceptional children's teacher. She

worked in Cumberland County Schools as an assessment coordinator and consultant, educational diagnostician, and exceptional children's teacher.

She received a doctor of education in educational leadership from Fayetteville State University in 2005. She received a master's degree in school administration and another master's degree in special education from Fayetteville State and a bachelor of science in education from East Carolina University.

Dr. Dunham teaches graduate level courses in education at Campbell University as part of the adjunct faculty. She resides in Fayetteville.

Foxx Accepts New Appointment



Carolyn C. Foxx

Carolyn C. Foxx was recently appointed coordinator of special projects in the Office of Curriculum and School Reform Services. In her new role, she will

coordinate initiatives pertaining to parent involvement as identified through federal programs, Section 504, and the Learn and Serve Grants program.

Parent involvement is an aspect of Section 504, a federal law designed to protect the rights of individuals with disabilities. "I look forward to working with parents in this area as well so that

they have a better understanding of services that are available for children through the provisions of Section 504," Foxx says. "I believe that this is probably an underutilized service. With a better understanding of this law, educators may give it more consideration in pursuit of raising achievement and closing gaps for all students."

In directing the efforts of the Learn and Serve Grants program, Foxx will seek to extend the reach of service learning as an effective instructional strategy or learning tool. Currently this program impacts more than 8,500 North Carolina students in community service by linking it to academic achievement, character education, and the development of civic skills.

Foxx has been an educator for 25 years and at the agency for five, first as a consultant for alternative education in the School Improvement Division and most recently as section chief for elementary math and science in the Division of Elementary Education.

Prior to coming to the NCDPI, she was a speech therapist, classroom teacher and principal in Lee County, where she still lives.

Foxx received a bachelor of arts degree in speech therapy from the University of North Carolina at Greensboro and a master of arts degree in education from Campbell University.

Supplemental Educational Services Update

The recommendations for the 2006-07 supplemental educational services (SES) providers have been sent to the State Board of Education and will be voted upon in June. Forty-seven of the 67 applicants are being recommended for approval.

An SES Task Force has been formed to create a manual that will help support Title I directors in implementing SES. The task force is looking at ways to more efficiently manage the process while complying with NCLB requirements.

Task force members include: Linda Mendenhall, Guilford County; Patsy Squire, Winston-Salem/Forsyth; Kelly Price, Charlotte/Mecklenburg; Allison Whitaker, Durham; Robbin Boddie-Haggins, Nash/Rocky Mount; Ann Ward, Craven; and Gus Gillespie, Granville.

★ Questions and Answers *continued from page 3*

Why is it that a 140-day full academic year requirement is used for ABCs and AYP, but not for performance composite calculations?

One of the major features stressed during the development of the ABCs 10 years ago was that the growth component would be used to determine incentive awards. The original 91-day rule was based on the premise that if the students had been in the school at least half of the year, then their results should be part of that high stakes growth component.

However, in terms of truth in reporting to the public, it's felt that in calculating the performance composite, all students' scores should be included – even those students who move into the school building the week before testing.

The federal government came up with the concept of the full academic year definition, which our State Board determined to be 140 days, to help compensate for the all or nothing nature of the way AYP is calculated. We changed our old 91 days in the ABCs to mirror AYP's 140 days, but there's never been any real discussion to apply that 140 days to the performance composite.

Is there a way to get more diagnostic information from the end-of-grade tests?

These tests are not designed to give a lot of diagnostic information. The

best reliability comes from the tests with the most items. Once you start parsing things out, you decrease the reliability of that information. Our system complicates it even more because we use three different forms of a test at a grade level and the goal summary report uses the information across all forms. We also are moving to embedding field test questions and that reduces the number of items for the operational form of the tests. And so you really can't be in a position of providing a lot of diagnostic information. We know that that is a limitation. We know that is something folks wish we could fix.

One way of fixing it would be to double the number of items on the test, double the amount of time that we use to administer those tests, but there probably isn't public support for that.

So, during the school year, your teachers need to have a formative assessment system. Schools need to figure out ways of gathering that kind of diagnostic information throughout the school year, not waiting until that very last week of school to find out what a student knows and what a student does not know. We are, as a state, looking at this whole issue of formative assessments.

We need to do a better job of communicating with the public about the need for formative assessments. We

also need to communicate to teachers and school administrators not to place all of the efforts to receive diagnostic information of students on that end of the year test. We will, however, continue to look at whether there are ways of squeezing any additional diagnostic information out of those tests in a reliable way.

What responsibility do districts have to offer formative assessments to students with disabilities?

Districts that offer formative, or benchmark assessments, must ensure that there are alternate assessments available for the students with disabilities eligible for them. About 70 percent of the districts report that they have district-wide benchmark type of assessments. However, only about 40 percent are reporting that they offer alternate assessments. This is in violation of IDEA regulations. If you are going to do district-wide assessments, you need to make sure that you offer alternate assessments.

In addition, if you report results, then you must separate out the results for students on the alternate assessments. So you must report on the combined group of all students, including students taking alternate assessments and also report out separately the students taking the alternates.

Monitoring Visits Find Common Challenge Areas

In 2005-06, the compensatory education team monitored 13 districts and three charters: Bladen, Hertford, Nash-Rocky Mount, Anson, Gaston, Robeson, Hoke, Beaufort, Weldon City, Northampton, Rowan-Salisbury, Columbus, Whiteville, Gaston Prep, Rocky Mount Prep and CIS Academy of Robeson County. The team monitored Title I, Title V, Comprehensive School Reform, Homeless, Migrant,

Neglected and Delinquent and the Rural Education Achievement Program (Small Rural School Achievement and Rural Low Income Schools). Title III accompanied the team on the Gaston and Rowan-Salisbury visits.

Common findings were: Title I school-wide plans lacking all 10 components, unclear linkage between school reform strategies and the comprehensive needs assessment, pre-K and

other grade span transitions, addressing of teacher recruitment and retention at the school level, and including paraprofessionals on the attestation statement with copies at the school and central office.

Title I consultants have revised the Title I application and the compensatory education team will incorporate all it has learned for future monitoring visits.

Get Information When You Need It

This is a year of transitions – new growth formulas, the writing results being part of the performance composite, the new mathematics tests in grades 3-8, the new computer skills assessment in the 8th grade, and new alternate assessments. Recognizing that transitions may demand expedient communication, the NCDPI Division of Communications and Information is committed to updating you on the very latest issues you need to be aware of by posting stories on the Web at <http://www.ncpublicschools.org/accountability/reporting/abc/> and <http://www.ncpublicschools.org/nclb/>. ABCs questions will be answered and posted. Questions can be submitted by email at abcs@dpi.state.nc.us or by calling the hotline at: 800-431-7373. The hotline and email address will be operational by May 31.

Individuals can subscribe to email group lists, which will ensure that they receive timely information on events, meetings, and/or issues affecting North Carolina's public schools. For more information, access the Web at: <http://www.ncpublicschools.org/egroups/>.

Riddick Retires

Cynthia Riddick, program assistant for compensatory education, retired in April after over 30 years of work in Title I. She will be greatly missed.

★ Upcoming Meetings and Conferences

- INSTRUCTIONAL COACHING INSTITUTE, Sheraton Imperial Hotel, Durham, June 5-7. Contact Judy Babb at 910-678-2537 or judyb@ccs.k12.nc.us.
- ADOLESCENT READING FORUM, Sheraton Imperial Hotel, Durham, June 19-20. Contact Phyllis Blackmon at 919-807-3831 or pblackmon@dpi.state.nc.us.
- SUMMER LEADERSHIP CONFERENCE, Grove Park Inn, Asheville, June 25-28. Contact Dr. Roger Metcalf at 828-418-0011 or metcalf@wresa.org.
- AIM CONFERENCE, Saint Augustine College, Raleigh, June 27-29. Contact Norma Quinones at 919-807-3958 or nquinones@dpi.state.nc.us.
- NEW TITLE I DIRECTORS WORKSHOP, Brownstone, Raleigh, Aug. 24-25. Contact Donna Brown at 919-807-3959 or djohnson@dpi.state.nc.us.
- MIGRANT EDUCATION PROGRAM CONFERENCE, Sheraton Imperial Hotel, Durham, Sept. 19-20. Contact Norma Quinones at 919-807-3958 or nquinones@dpi.state.nc.us.

For more event listings, check the Web at: <http://www.ncpublicschools.org/calendar/>.

NCDPI Resubmits AYP Growth Model Proposal

The February 2006 edition of **NC NCLB News** included an article on page 3 entitled, "NCDPI Submits AYP Growth Model Proposal." Although the agency submitted an AYP growth model proposal to the US Department of Education (USED), the proposal differs from the one described in the article. The AYP growth model resubmitted after USED made clarifications, was changed to apply to all students, not just those who aren't proficient. In addition, the cohort safe harbor provision was removed from the proposal, based on USED feedback. NC is attempting to be one of 10 states selected by the USED to use an AYP growth model for calculating 2006 AYP.

In addition to the four-year toward proficiency growth component for nonproficient students, the revised proposal applies the ABCs growth component for proficient students.

"We did a quick analysis of what it would look like last school year had this been in place and it would've helped about 40 schools," says Dr. Lou Fabrizio, director of accountability services.

If the USED approves the proposed AYP growth model, the state would be running two different growth calculations: one for the ABCs and another for AYP. Projected timeframe for the NCDPI to know if the state has been selected is May. The USED continues to provide feedback on the proposal, which may change yet again.

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Dr. Elsie C. Leak, Associate Superintendent :: Office of Curriculum and School Reform Services

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