



NORTH CAROLINA

NCLB

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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.

AUGUST 2006

AYP Status Impacts Schools

Using reading results only for elementary and middle schools and using reading/language arts and math scores for high schools, 1,349, or 59.7 percent of schools made Adequate Yearly Progress (AYP) and 912, or 40.3 percent of schools didn't make AYP for 2005-06 according to data presented at the August 2nd State Board of Education meeting. (Percentages don't include schools with "special evaluations" or "under review" status.)

AYP results released in July 2006 don't include math assessment results for elementary and middle schools, due to the administration of new math assessments in spring 2006. Schools and districts entering into or escalating in Title I Improvement based on reading assessment results, must implement sanctions at the beginning of the 2006-07 school year. Schools and districts entering into or escalating in Title I Improvement based on math assessment results, should become aware of the new designation in October 2006 and implement sanctions immediately. The NC Department of Public Instruction will prioritize AYP math calculations for schools and districts that are on the state "watch list," schools and districts failing to make AYP for at least one year.

Percentage target goals for reading proficiency in grades 3-8 are 76.7 percent for 2005-06 and 2006-07 and 81 percent for math. In grade 10, 35.4 percent are expected to be proficient in reading/language arts and 70.8 percent in math. Target goals will increase for 2007-08.

MAKING AYP AT THE SCHOOL LEVEL

In this example, think of 41 hurdles in a race. Most schools will have less, some may have more.

10 hurdles representing each of the 10 student groups meeting the reading proficiency target goal (Student groups are: 1) the School as a Whole; 2) White; 3) Black; 4) Hispanic; 5) Native American; 6) Asian; 7) Multiracial; 8) Economically Disadvantaged Students; 9) Limited English Proficient Students; and 10) Students With Disabilities.)

10 hurdles representing each of the 10 student groups meeting the reading testing participation 95% requirement

10 hurdles representing each of the 10 student groups meeting the math proficiency target goal

10 hurdles representing each of the 10 student groups meeting the math testing participation 95% requirement

1 hurdle for the other academic indicator (attendance or graduation rate) for the School as a Whole (The other academic indicator is calculated by student group in determining AYP at the district and state level, but only for School as a Whole at the school level.)



★ IN THE SPOTLIGHT

NCLB and ABCs Changes for North Carolina

There are many changes regarding the ABCs of Public Education and implementation of the No Child Left Behind (NCLB) federal law that affect all public schools in North Carolina. Some of those changes are: the addition of an AYP growth standard, new ABCs growth formulas and performance composites, new high school exit standards, new math assessments for grades 3-8 administered in 2005-06 affecting October 2006 AYP and ABCs designations, new calculation methods determining graduation rates, new language proficiency tests and new science assessments. Below is information on some of these changes, with an emphasis on the new AYP growth standard. For more information on all of the changes, access the Web at <http://www.ncpublicschools.org/docs/nclb/abcayp/overview/abcaypchanges.pdf> and also previous editions of the **NC NCLB News** at <http://www.ncpublicschools.org/docs/nclb/news/>.

AYP GROWTH STANDARD

Beginning for 2005-06, AYP calculations will include a way that schools and districts can be credited for academic growth shown by a student group not initially meeting its proficiency target goal. An AYP growth standard will be applied to student groups not meeting proficiency target goals initially, through use of the confidence interval, or with safe harbor.

Nonproficient students who are on track toward proficiency within four years of entering a tested grade in North Carolina, or by the end of 10th grade, can be counted as proficient.

The AYP growth standard outlines predetermined incremental progress that students must demonstrate in order to be counted as “on track” or proficient.

If the percentage of “on track” nonproficient students and the percentage of proficient students combine to meet the proficiency target goal and the group has met its 95 percent participation target, the group is considered to have met its proficiency target goal.

The proficiency growth pathway, or trajectory, for nonproficient students is based on the student’s performance either the previous year, or on the third grade pretest, depending on when the student first entered the state. The trajectories are built individually by student and separately for reading or math. Algebra I and English I are the AYP math and reading trajectory targets for 10th grade students.

The table below illustrates the basis for prediction, the targeted test for proficiency, the years of trajectory, and the percent of difference between baseline performance and proficiency expected by the trajectory based on the year the student is first enrolled in the state in a tested grade.

The lower the grade level of the entering student, the greater the potential impact of the AYP growth standard application for helping a school to make AYP. If the student has been in the state (in the tested grades) for four years or more, the student will remain nonproficient for comparison to the target goal. If the

student has been in the state public schools three years or less, the appropriate baseline will be used.

The AYP growth standard will not be applied to the scores of alternate assessments. The AYP growth standard differs from the new ABCs growth formulas. The ABCs growth component is used to calculate the percentage of proficient students meeting the growth standard.

For more information on North Carolina’s AYP growth model, access the Web at <http://www.ed.gov/admins/lead/account/growthmodel/nc/ncayp.doc>.

NEW ABCS GROWTH FORMULAS

At the 10-year mark of the ABCs program, new growth formulas are being used to better measure student growth each year. These new formulas:

- Use two years of prior student performance data in reading and math to predict performance in the current year;
- Will re-establish the baseline for the academic change scale when new tests are introduced;
- Separate change scores for reading and math used to determine a school’s growth; and
- Provide student, classroom and school-level data to schools.

The new ABCs growth formulas are different enough that comparisons shouldn’t be made between the 2006 performance of schools and previous years. For more information on the new ABCs growth formulas and ABCs performance composites, see

GRADES AND TESTS USED FOR TRAJECTORY GROWTH AND THE PERCENT OF CLOSING EXPECTED PER YEAR

GRADE OF FIRST ENROLLMENT	TEST USED AS THE BASIS FOR PREDICTION	TEST USED AS TARGET FOR PROFICIENCY	YEARS TO PROFICIENCY	PERCENT OF DIFFERENCE CLOSED PER STEP	STEPS TO PROFICIENCY
3	3rd grade pretest	6th grade EOG	4	25%	4
4	4th grade EOG	7th grade EOG	4	33%	3
5	5th grade EOG	8th grade EOG	4	33%	3
6	6th grade EOG	Algebra I or English I EOC	4	33%	3
7	7th grade EOG	Algebra I or English I EOC	4	50%	2
8	8th grade EOG	Algebra I or English I EOC	3	100%	1

<http://www.ncpublicschools.org/docs/accountability/reporting/abc/2005-06/backgroundpacket.pdf>.

COHORT GRADUATION RATE

The 2005-06 school year is a transition year in North Carolina's measurement of the graduation rate. A cohort graduation rate is reported on the NC School Report Cards for this year (2006) for the first time, as required by NCLB. The cohort rate reflects the percentage of ninth graders who graduated from high school four years later. North Carolina also is

reporting the on-time graduation rate, the percentage of regular diploma graduates who graduated in four years or less. This enables a trendline to be shown as required by NCLB. In 2007 and beyond, only the cohort rate will be reported.

A school's AYP status is determined by a school, district or state meeting its proficiency and participation target goals and making progress on the other academic indicator, which is the graduation rate for schools that have a 12th grade and graduate seniors

and attendance rate for all others. The graduation rate is an important factor for high schools when invoking the safe harbor provision, a provision that allows schools to get credit for making significant year-to-year improvement, even if they miss the proficiency target goal.

The dropout rate will continue to be calculated for ABCs growth purposes. The rate is calculated by considering the current year versus a two-year baseline weighted by one fourth of the average daily membership.

Fissures in the Iceberg of High Stakes Testing

by Dr. Belinda Black, *No Child Left Behind Coordinator*

Are we experiencing global (or at least, national) warming in the world of high stakes testing and accountability? In the heat of August, cool off with a chilly analogy. Think of high stakes testing as an iceberg in a very cold sea. Consider how long we have been emphasizing the importance of the quantitative measurement of student performance using end-of-year tests. And consider also the decisions that are made using those results: school identification as a low (or high) performer, meeting or failing to meet Adequate Yearly Progress (AYP), student gateways (promotion or retention), and awarding bonuses to teachers, just to name a few. From the mid to late 1990s, the world of schooling has been frozen with the emphasis on testing.

But maybe there is a fissure in that iceberg. Increasingly, at both the state and national level, experts have begun (once again) to discuss the merits of formative assessment. Last October, (2005), the Educational Testing Service (ETS) sponsored an invitational conference with the theme, *The Future of Assessment: Shaping Teaching and Learning*. At this conference, noted assessment gurus stressed what many practitioners already know: Ongoing classroom assessment is the best method of determining what a student knows and when they know it. Rick Stiggins, Jim Popham, and Dylan Williams, among others, drew attention to the

tremendous task of emphasizing classroom assessment and instructionally sensitive testing. Stiggins, perhaps the nation's most well-known advocate of classroom assessment, spoke about correcting what he called "Errors of Measurement." He defined these errors as mistaken beliefs or assumptions that reduce the value of assessment as a tool to improve schooling.

Stiggins noted some of the positives about high stakes testing. It has helped us learn more about validity and reliability, testing methods, interpreting scores and communicating results. BUT, he asked a critical question: Have we helped students more? He believes that educators need to learn how to use assessment results in a way that is motivating for students.

Williams, senior research director for teaching and learning at ETS, described his research on learning. He suggested that assessment FOR learning is the goal. This type of assessment differs greatly from assessment for accountability. And this is different from formative assessment. Assessment becomes formative only when it is used to shape learning. IQ, he argued, is deeply malleable, and this means that for learning to take place, classroom discourse and environments must change.

He offered simple techniques to change classrooms. One strategy Williams illustrated was to engage all

learners: every student's name is written on a popsicle stick, which is placed in a paper cup. The teacher, when asking a question, chooses a stick from the cup to select randomly the student who must answer. William argued that this completely changes the classroom environment, whether used in an elementary classroom or in high school calculus. Likewise, all students may be given "A, B, C, D, E" cards. The teacher asks a multiple choice question and each student holds up an answer. The teacher can very quickly check for understanding. Another strategy he illustrated was borrowed from an algebra teacher. A laminated paper disk (red on one side, green on the other), was given to each student. During the teaching, students held up whichever side showed their status. The red side was held toward the teacher if the student needed to signal the teacher to stop, and green for go ahead, "I've got it." The teacher can see immediately whether or not the students are understanding it. Not very sophisticated stuff, argued Williams, but very effective. The big idea was for teachers to use feedback to adapt instruction in real time.

Popham, who began his career in education as a high school teacher in Oregon, is professor emeritus at the University of California - Los Angeles School of Education and Information Studies. Author of 25 books, he is a

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★ 2006-07 Comprehensive Monitoring Visits Set

Tentative 2006-07 comprehensive monitoring visits to school districts and charter schools are scheduled for the following weeks:

OCTOBER 9-12	Haywood, Henderson and Guilford county districts
OCTOBER 16-21	Laurinburg Homework Charter, Quality Education Academy
NOVEMBER 6-9	Wayne, Moore, Montgomery county districts
NOVEMBER 13-17	Healthy Start Academy, Torchlight Academy, Omuteko Gwamaziima
DECEMBER 4-8	Forsyth and Granville county districts
JANUARY 8-11	Bertie, Cabarrus county and Clinton City districts
JANUARY 16-19	Cape Lookout, Provisions Academy charters
FEBRUARY 6-9	Durham, Chatham and Randolph county districts
FEBRUARY 13-16	Sallie B. Howard and Haliwa-Saponi Tribal charters
MARCH 6-9	Chowan, Washington and Alamance county districts
April 17-19	Catawba, Buncombe and Polk county districts
APRIL 24-27	Kennedy and Sugar Creek Crossroads charters

The 2006-07 school year is the second for comprehensive monitoring visits that include Title I, Title II, Title IV, Title V, Comprehensive School Reform, Homeless, Migrant, Neglected and Delinquent, and the Rural Education Achievement Program (including Rural Low-Income Schools and Small, Rural School Achievement programs).

Districts are selected for monitoring based on risk assessments and inclusion in a five-year cycle.

Monitoring instruments, checklists, reports and a presentation are posted on the Web at <http://www.ncpublicschools.org/schoolimprovement/comped/>. Plans for 2006-07 include implementation of advance desk audits, off-site review of documents, as much as possible. LEAs have 90 days to resolve any compliance issues discovered during the comprehensive monitoring visit.

Fissures in the Iceberg of High Stakes Testing *continued*

former president of the American Educational Research Association. He called his presentation "Staying Instructionally Afloat in an Ocean of Accountability," and argued that we must engage in instructionally sensible testing in order to give students a reasonable education. He advocated building assessment systems around instructional considerations. We should be, he argued, informing parents and business leaders that bad things are happening as a result of instructionally insensitive testing.

What Popham feared was that performance on any given state's NCLB test was a kind of scoreboard in the sky. Even if teachers do a marvelous job in the classroom, he argued, the school still must make AYP. Even if teachers use classroom assessment, the school may not make AYP. Teachers, he said, will extinguish after a while if they stay in a failing school. This is true, he said, for two reasons:

1. content standards are chaotic, there are too many of them (subject matter specialists want students to learn everything), and
2. approved tests for measuring AYP are, in general, inappropriate.

While Popham's reaction to standardized, "off-the-shelf" tests is hardly surprising, even leaders at the U.S. Department of Education are beginning to talk about using assessment to inform instruction. At a recent national meeting for State Title I Directors, Henry Johnson, assistant secretary of education (Office of Elementary and Secondary Education) spoke about using assessment as a diagnostic tool. He urged states to build capacity for formative assessment at the local level. He asked that states provide teachers with actionable information, and encouraged the use of assessments to inform instruction.

For too long states and schools have relied on standardized tests, summative assessments administered once a year, to provide snapshots of student performance. State's accountability systems rely on annual standardized assessments for many reasons, including cost and speed of analyses. But the polar cap may be melting...to allow more room for formative, diagnostic assessments.

AYP Status Impacts Districts

Twenty districts may enter Title I District Improvement for 2006-07, based on 2006 assessment results already available, bringing the probable total number of Title I District Improvement districts to over 60.

Districts were given two weeks to review their data and appeal the results before a final decision is made by the State Board of Education (SBE) at its September meeting.

Guilford, Pitt, Surry and Asheboro City Schools had unresolved data issues at the time of this newsletter printing.

This may change and some districts may make progress, exit or advance based on elementary and middle school math results.

In order for a district to enter Title I District Improvement, the district must not meet proficiency or testing participation target goals in the same subject (reading/language arts or math) or the other academic indicator for two years in a row in all the following grade ranges: 3-5, 6-8 and high school. Title I District Improvement districts must revise and implement a District Improvement plan addressing reasons for missing targets, must set aside 10 percent of Title I Part A funds to professional development for the instructional staff, and cannot be a

direct provider of supplemental educational services to its students.

DISTRICTS IN CORRECTIVE ACTION

If the district doesn't make all targets in any one of the three grade spans (not necessarily the same grade span) in the same subject for three consecutive years, the district enters the corrective action phase of Title I District Improvement.

Although subsequent years of District Improvement also are referred to as corrective action, different actions are required at state and district levels as a district continues to not make AYP in the identified subject. Some of those actions include:

- informing parents regarding the district's status;
- deferring program funds or reducing administrative funds;
- aligning instruction with and fully implementing the NC Standard Course of Study, including providing appropriate professional development;
- replacing district personnel if the SBE determines it's necessary in order for the district to make AYP;
- removing a school from the jurisdiction of the district and establishing an alternate governance structure for the school;

- dissolving the local board of education and establishing an alternate governance structure to oversee the school district;
- restructuring the district; and
- encouraging districts to work out agreements with other districts to provide student transfers.

"We see corrective action as an opportunity to work with a district in a more intense manner with the goal of improving student performance rather than focusing on historical shortcomings," says Dr. Elsie Leak, associate superintendent for curriculum and school reform services.

There are three levels of assistance for districts in corrective action.

Level I, guided assistance, is for the 10 lowest performing Title I District Improvement districts in the state that have the greatest percentage of schools in Title I corrective action, and have ABCs composites in the bottom 20 percent when ranked according to all districts. Level I districts are assigned a district assistance team and are LEAAP (LEA Assistance Program) districts.

Level II assistance is collaborative, voluntary assistance for districts with the second greatest percentage of schools in Title I corrective action or in school improvement for two or more years and have ABCs composites in the second set of 23 districts (24-46) from the bottom when ranked according to all districts.

Districts in year one or two of District Improvement with the greatest percentage of schools in Title I School Improvement and with ABCs composites in the third set of 23 districts (47-69) from the bottom when ranked according to all districts qualify for Level III, or consultative assistance. A district's capacity to conduct its own self improvement efforts is an additional factor for districts in qualifying for Level III assistance.

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TITLE I DISTRICT IMPROVEMENT TIMETABLE	
DISTRICT'S STATUS	SANCTIONS/IMPROVEMENT STRATEGIES
After Year 1 of not making AYP	None
After Year 2 of not making AYP in the same subject at all 3 grade spans	<ul style="list-style-type: none"> • Implement District Improvement plan addressing reasons for missing targets (include 10% of Title I Part A funds to professional development for the instructional staff) • Cannot longer be a direct provider of supplemental educational services to its students
After Year 3 of not making AYP in the same subject at all 3 grade spans and assuming not "making progress" by meeting targets in any of the grade spans in the identified subject	State implements corrective action, which may include deferring program funds, instituting new curriculum, replacing district personnel, restructuring ...

NOTES: A district could remain at the first level of sanctions/improvement strategies for many years by "making progress" inconsistently or by exiting improvement status in one subject at the same time as entering for another subject. Unlike Title I School Improvement sanctions/improvement strategies, District Improvement requirements remain at the corrective action level for subsequent years.

SES Changes are Implemented

The 2006-07 school year represents the first time that Supplemental Educational Services (SES) providers were approved by the State Board of Education before the beginning of school, allowing parents the opportunity to choose between a known provider and public school choice, when choice is available. Forty-five providers are approved for this year.

Title I schools not making AYP in the same subject for three years in a row must offer supplemental educational services to low-income students while continuing to offer public school choice to all students. Public school choice is offered to all students in a Title I school in the first year of sanctions. The extra tutoring services are offered only to low-income students, students receiving free or reduced-price lunch. When both the public school choice and tutoring options are available to a family, parents may choose the transfer option or tutoring services, but not both.

These free tutoring services are offered outside of regular school hours. Services are designed to increase academic achievement, particularly in the areas of reading, language arts and math. Service providers can be public, private, non-profit or for-profit organizations as long as they have a demonstrated record of effectiveness in increasing student academic achievement and are financially stable. The services must be of high quality, research-based and consistent with the instructional program of the school district and with the NC Standard Course of Study. Tutors don't have to meet the Highly Qualified criteria that teachers of core academic subjects teaching during the regular school day have to meet.

Each district determines its own policies regarding when and where services are provided and who provides transportation for students to and from the services. Many school districts offer tutoring services at their schools and provide transportation for their students. Last year, about 45 schools that

offered SES, provided transportation. (Title I, Part A funds may not be used to pay for SES transportation.)

Tools to help districts implement SES successfully, including sample contracts, learning plan agreements, enrollment forms and a brief movie are on the Web at: <http://www.ncpublicschools.org/nclb/ses>.

SES PILOT

North Carolina is participating in a national pilot to switch the order of the first two years of sanctions that NCLB applies to schools in Title I School Improvement. The pilot allows seven districts (Burke, Cumberland, Durham, Guilford, Northampton, Pitt and Robeson) to offer SES to low-income students in the first year a school is in Title I School Improvement instead of public school choice options, the usual first-year sanction.

"We welcome the opportunity to pilot this change," said State Superintendent June Atkinson. "By offering supplemental educational services in the first year of Title I School Improvement, schools may boost their performance enough to make AYP and avoid further levels of sanction. More importantly, students who need additional academic help will have the opportunity to receive it sooner."

If these schools continue to not make AYP, they must offer public school choice next year, while continuing to offer supplemental educational services.

The piloting districts were selected based on geographic diversity, unique district characteristics and demographics, interest shown by the district, and the projected numbers of Title I schools in the district that might be entering year one of Title I School Improvement in 2006-07. An estimated 39 schools with more than 18,000 eligible students could access supplemental educational services in schools entering their first year of Title I School Improvement in the piloting districts.

In 2005-06, there were 76,089 students in North Carolina who were offered the option of public school choice. Of those students, fewer than 4 percent (2,826)

transferred to other schools. According to North Carolina's Consolidated State Performance Report, in 2004-05 there were 5,539 students eligible for supplemental educational services across the state, and more than 12 percent of those students received services. The US Department of Education aims for a greater percentage of eligible students to take advantage of the free tutoring opportunity and is offering this pilot as a way to address that goal.

Districts should offer other tutoring services to nonproficiency students not qualifying for SES.



Go to the Movies!

Get out the popcorn at your next staff or PTA meeting if you'd like some help in presenting information about key topics in North Carolina schools. The Communications and Information Division is producing 4- to 8-minute movies on key topics that can be downloaded from the Web at <http://www.ncpublicschools.org/newsroom/topics/> using QuickTime Player, a free program available for download at <http://www.apple.com/quicktime/download/win>. QuickTime Player is compatible with PCs (Windows 2000 or XP) or Macintosh (OS Xs versions 10.3.9 or later).

Movies currently available at the site address the following:

- the new ABCs growth formulas,
- the new AYP growth standard,
- reasons for and implications of the delayed math scores and staggered AYP release, and
- supplemental educational services offered in Title I School Improvement schools.

Coming soon are movies on the new high school exit standards and new science testing as required under NCLB. Along with the movies are complete transcripts and one-page audience handouts.

★ Districts' SES Timeline for 2006-07

(See the complete checklist and resources to help in implementation at <http://www.ncpublicschools.org/nclb/ses.>)

Summer 2006

- Send a certified letter of intent to approved SES providers verifying who will offer services to your district.
- Develop and send parent notification letters, applications, flyers and provider information to eligible parents.
- Establish a district-wide contract including a per student allocation.
- Finalize SES enrollment forms.
- Submit an agreement to the Child Nutrition Program allowing the disclosure of students' lunch status to determine SES eligibility.
- Share and explain the learning plan agreement with providers.
- Develop a building lease agreement, if applicable.
- Develop a district-wide brochure.
- Get all forms translated as needed.
- Ask schools to assign an SES contact/coordinator.
- Invite providers to attend school open houses or provider fairs.
- Send out media and community notices regarding SES.
- Make arrangements for transportation if district is providing.

September/October 2006

- Send SES enrollment reminder notices to parents.
- Contact schools to set up open houses or provider fairs.
- Send providers contract packets with response due dates.
- Send parents confirmation letters with tutoring day/time/location and chosen provider and LEA contact information.
- Establish procedures for parents wanting to change providers.
- Send signed contracts back to providers.
- Invite providers to PTA meetings.
- Send providers their list of verified, eligible students.
- Set a date for providers to complete pre-assessments and submit learning plan agreements to the LEA for each student.

- Set a completion date for the LEA to gather student data and provide it to selected SES providers.

November 2006

- Gather, record and send diagnostic and student data for learning plan agreements to providers.
- Providers assess students and create individual learning plan agreements.

December 2006

- Providers complete students' pre-assessments and learning plans.
- Providers send all required paperwork to the district's Title I office.

January 2007

- Work with providers to conduct parent orientation meetings and give parents the opportunity to participate in the development of their child's learning plan.

- Begin SES instruction and monitoring.
- Providers send progress reports as specified in the contract.

February/March 2007

- District verifies attendance rosters.
- Providers bill and district pays invoices.
- Providers send progress reports as specified in the contract.

April/May 2007

- Providers send progress reports as specified in the contract.
- Providers schedule post-assessments and verify end of tutoring sessions.
- Districts send letters to parents regarding completion of tutoring.
- Districts gather specified data to be sent to the state.

AYP Status Impacts Districts *continued*

To exit Title I District Improvement, a district must meet all target goals:

- in either grades 3-5, or 6-8, or high school,
- in the subject area that placed the district in Improvement status,
- for two years in a row.

Since target goals don't have to be met in each of the three grade spans, a district could still not make AYP, but exit Improvement status.

Unlike schools, all 115 districts in the state receive Title I funding and have

the potential to go into Title I District Improvement. About half the schools in the state receive Title I funding with the greatest percentage of these being elementary schools.

This definition of entering Title I District Improvement became effective for 2004-05 calculations, but is not retroactive. Some districts currently under sanctions entered Title I District Improvement under previous definitions.

TITLE I DISTRICT IMPROVEMENT EXAMPLE

Below is a chart of how a district might enter and exit Title I District Improvement

	2003-04	2004-05	2005-06	2006-07	2007-08
Math Grades 3-5	+	-	+	-	
Math Grades 6-8	-	-	-	-	
Math High School	-	+	-	-	
Reading Grades 3-5	-	-	+	-	
Reading Grades 6-8	-	-	-	+	
Reading High School	-	-	-	-	
Title I District Improvement?	N/A	N/A	In	In*	Out

* Taking a step toward exiting Title I District Improvement

2006 Timeline for ABCs, AYP Announcements and Resulting Recognitions and Sanctions

June 30 – Local school systems submit preliminary test data to DPI.

July 18 – Local school systems release preliminary AYP results for reading/language arts for all students, and math results for high school students for their respective schools.

July 18-August 2 – DPI verifies test data with local school systems, and analyzes AYP high school results and results for reading/language arts for all students.

July 18-September 20 – DPI analyzes math data and sets developmental scale scores across grades 3-8 and achievement level cut scores.

August 2 – DPI presents high school AYP and elementary and middle school “Reading AYP” for approval at the State Board of Education (SBE) meeting.

August – Districts inform parents of schools’ AYP status and resulting sanctions, based on “Reading AYP,” before school starts.

August – SBE hosts conference call to approve Title I School Improvement Schools.

September 7 – DPI presents Title I District Improvement districts for approval at SBE meeting.

September 20-October 5 – DPI verifies test data with local school systems, analyzes data and prepares ABCs and “Math AYP” reports.

October 5 – DPI presents the ABCs accountability report for approval at the SBE meeting. The ABCs accountability report Web site at <http://abcs.ncpublicschools.org> goes live. Schools are assigned ABCs recognition labels

including the identification of low-performing schools and those designated for state assistance teams.

October – Districts inform parents of elementary and middle schools’ AYP status and resulting sanctions, based on “Math AYP,” and implement sanctions immediately.

October-December – Districts distribute incentive awards to eligible educators.

October-March – Eligible schools receive ABCs banners.

Access Updated Sample Letters

Updated sample letters, forms and postcards for schools and districts in Title I Improvement are available at <http://www.ncpublicschools.org/nclb>. Be sure to check posted dates to make sure you’re accessing the very latest the site has to offer.

★ Upcoming Meetings and Conferences

- SUPPLEMENTAL EDUCATIONAL SERVICES IMPLEMENTATION MEETING, NC Department of Public Instruction, Raleigh, August 18. Contact Lisa Huber at 252-328-5628 or lhuber@dpi.state.nc.us.
- NEW TITLE I DIRECTORS WORKSHOP, Brownstone, Raleigh, August 24-25. Contact Donna Brown at 919-807-3959 or dbrown@dpi.state.nc.us.
- MIGRANT EDUCATION PROGRAM CONFERENCE, Sheraton Imperial Hotel, Durham, September 19-20. Contact Norma Quinones at 919-807-3958 or nquinones@dpi.state.nc.us.
- CURRICULUM AND SCHOOL REFORM CONFERENCE, Sheraton Imperial Hotel, Durham, October 2-3. Contact Belinda Black at 919-807-3827 or bblack@dpi.state.nc.us.
- NC ELEMENTARY SCHOOL CONFERENCE, Sheraton Imperial Hotel, Durham, October 9-10. Contact Michelle Weaver at 919-807-3937 or mweaver@dpi.state.nc.us.
- NC ASSOCIATION OF COMPENSATORY EDUCATORS CONFERENCE, Embassy Suites, Greensboro, October 25-27. Contact Elizabeth Tanner at 919-934-4361 ext 353 or elizabethtanner@johnston.k12.nc.us.
- 56TH CONFERENCE ON EXCEPTIONAL CHILDREN, Sheraton/Koury Convention Center, Greensboro, November 6-7. Contact Mary Watson at 919.807.3969 or mwatson@dpi.state.nc.us.

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



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Inquiries or complaints regarding discrimination issues should be directed to:

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6307 Mail Service Center :: Raleigh, NC 27699-6307
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