

NCLB NEWS

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Board Hears Framework for Change Update

In October, Board members discussed the plan for implementing the “Framework for Change: The Next Generation of Assessments and Accountability,” that was adopted in June 2008. The Framework, presented by Deputy Chief Academic Officer Angela Quick, outlined three key initiatives encompassing converting the current Standard Course of Study to an essential standards system, new benchmark, formative and summative assessments, and a new accountability model. Development of essential standards will focus on what students must know in order to compete in the 21st century, which differs from supporting standards, essential objectives, supporting objectives, strands, and performance indicators. The PreK-12 Standard Course of Study will be overhauled to focus on essential standards in order to narrow, deepen and prioritize the state’s curriculum.

Currently, the test development cycle is on hold as the NCDPI develops a plan to identify essential standards in each content area. Once the essential standards are identified and approved, work will begin on new test development. The new assessment system will focus more attention on formative and benchmark assessments in addition to the required summative assessments at year’s end. In addition to the usual multiple choice items, there will be a movement toward performance items and the use of technology for assessing student learning.

School accountability will focus on student academic growth and performance over time at all grade levels, graduation rates, college and work readiness, and completion of college and work-ready courses at the high school.

A few of the timelines under consideration are outlined in the chart below:

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For more information about this newsletter or to obtain more copies, please contact NC Department of Public Instruction Director of Communications and Information Vanessa Jeter at 919.807.3469 or vjeter@dpi.state.nc.us. For story ideas or questions you would like to see answered in the newsletter, please contact NCLB Information Specialist Charlotte Duren at 919.218.9239 or cduren@dpi.state.nc.us. The NC NCLB News is distributed to superintendents, Title I directors and public information officers and posted on the Web quarterly.

	Action or Product	Date
Essential Standards and Tests	Math, Science, English 10 and Computer Skills Essential Standards to SBE	June 2009
	Math, Science and English 10 Item Development	2009-2010
	Math, Science and English 10 Field Test	2010-2011
	Math, Science and English 10 Operational	2011-2012
	English and Social Studies Essential Standards to SBE	June 2010
	English and Social Studies Item Development	2010-2011
	English and Social Studies Field Test	2011-2012
	English and Social Studies Operational	2012-2013
	Assessment Research Team Reports to SBE	July 2009
	Criteria for Choosing Standards to Assess with Constructed Response to SBE	August 2009
Tools and Key Reports	Online Formative Professional Development Modules 1-5	August 2009
	Technical Advisory Committee (Accountability) Reports to SBE	September 2009
	Kick-Off of Online Professional Development Community	June 2010
	Online Formative Professional Development Modules 6-13	June 2010
	Report on Case-Studies on Administering 21st century Assessments to SBE	January 2011
	Benchmarking Tool Operational for Math, Science and English 10	July 2011
	Benchmarking Tool Operational for English/Language Arts and Social Studies	July 2012

Some Framework Changes Spark High Interest

Below is a list of a few of the immediate changes being made as a result of the Framework adopted by the State Board of Education (SBE) in June 2008.

Count retest scores in performance composites.

The SBE is considering developing a policy on retesting. The US Department of Education (USED) requires that there be a state retesting policy in place that is applied and used uniformly across all schools and districts, especially for AYP purposes. Only one retest would be allowed to count and all test data would continue to be due by June 30.

Retesting would be for 3-8 end-of-grade tests and the end-of-course subjects English I, Algebra I, Biology, Civics and Economics, and US History. Retests would be figured into AYP and performance index calculations. Retests would not affect growth calculations as they are currently defined. If the state uses retest scores, the standard error of measurement cannot be applied. Board policy would first impact EOC retests in December and January.

Change the current approach to writing assessment.

During its August 2008 meeting, the SBE approved the NCDPI's proposed 2008-09 Writing Assessment System Pilot which supports its long-term goal to infuse writing, 21st century content, thinking and learning skills, and life skills throughout the content standards. Depending on the success of the Pilot, the program will be rolled out for K-8 in 2009-2010.

During this school year, all students at grades 4 and 7 will complete two content specific writing tasks/assignments and two on-demand writing tasks/assignments. Grade 4 students will complete their writing tasks/assignments using paper and pencil with the use of word processing tools as a local or an accessibility option. Grade 7 students will participate in the writing pilot using word processing tools in order to complete their writing tasks/assignments. In addition, Grade 7 students from 10 selected LEAs will participate in an electronic pilot. These students will store their work in an electronic portfolio centrally hosted by the NCDPI.

For the two content-based pieces, students may research, talk to other students, get advice from their teacher, use scrap paper, revise and edit using a spelling check tool and other tools. They will be a part of choosing their prompt and all the students in the class won't be working from the same prompt.

Teachers will score according to rubrics. The content piece is to be scored by the discipline-specific teacher and the English teacher for accuracy and understanding of the topic. Fourth and seventh grade teachers across all subjects are being trained through online professional development.

Replace the current English I EOC with a high school English assessment given at grade 10.

For this school year, the Grade 10 writing assessment will remain the same as usual for AYP purposes. A Framework goal is to replace the current English I end-of-course test with a high school English assessment given at Grade 10. The agency is in the process of determining which essential standards in English will be measured at Grade 10. As soon as the essential standards are identified, a test development plan will be established. Plans to replace the 9th grade English and 10th grade writing tests with a 10th grade English test should be operational for 2011-12.

Eliminate the redundancy in end-of-course (EOC) and end-of-grade (EOG) testing by allowing EOC scores to count as EOG scores in middle grades.

Currently, 8th graders taking Algebra I must also take the 8th grade math test for AYP purposes. The USED does not allow one test to count at two grade levels (8th and 9th). There is currently a consideration on the table that Algebra II or geometry scores might be substituted for the Algebra I score for the 9th grade score for students who took Algebra I in 8th grade. Secretary of Education Margaret Spellings has appointed experts in testing and other policies to be members of a National Technical Advisory Committee to determine policy for this and other issues.

Board Hears Framework for Change Update *(continued from page 1)*

The immediate next steps below are processes that have already begun or will be in the next few weeks:

- Revise the essential standards for Math, Science, English 10 and Computer Skills
- Develop formative assessment professional development modules/online learning community
- Develop a request for proposal to create a centralized benchmarking tool
- Convene the committee to plan phased-in shift to computer-based testing

- Convene the Technical Advisory Committee to begin accountability research including new growth model possibilities
- Convene the Innovative Assessment Committee
- Conduct case studies on administering 21st century assessments

More information on the Framework is available on the Web at www.ncpublicschools.org/sbe_meetings/revisions/2008/pdfs/0810framework.pdf.

Reorganized Agency Addresses Priority Areas

Work over the past 18 months at NCDPI has resulted in significant changes to the agency's structure designed to enable better work with greater alignment to increased services to districts and schools. Some of the most important changes include the start of the three-council system (Pre-K/Elementary, Middle/High School and LEA), the creation of the District and School Transformation Division and the Talent Management and Development Division, and the realignment of the instructional, curriculum, federal programs and accountability areas into the Academic Services and Instructional Support area, led by Associate Superintendent and Chief Academic Officer Dr. Rebecca Garland.

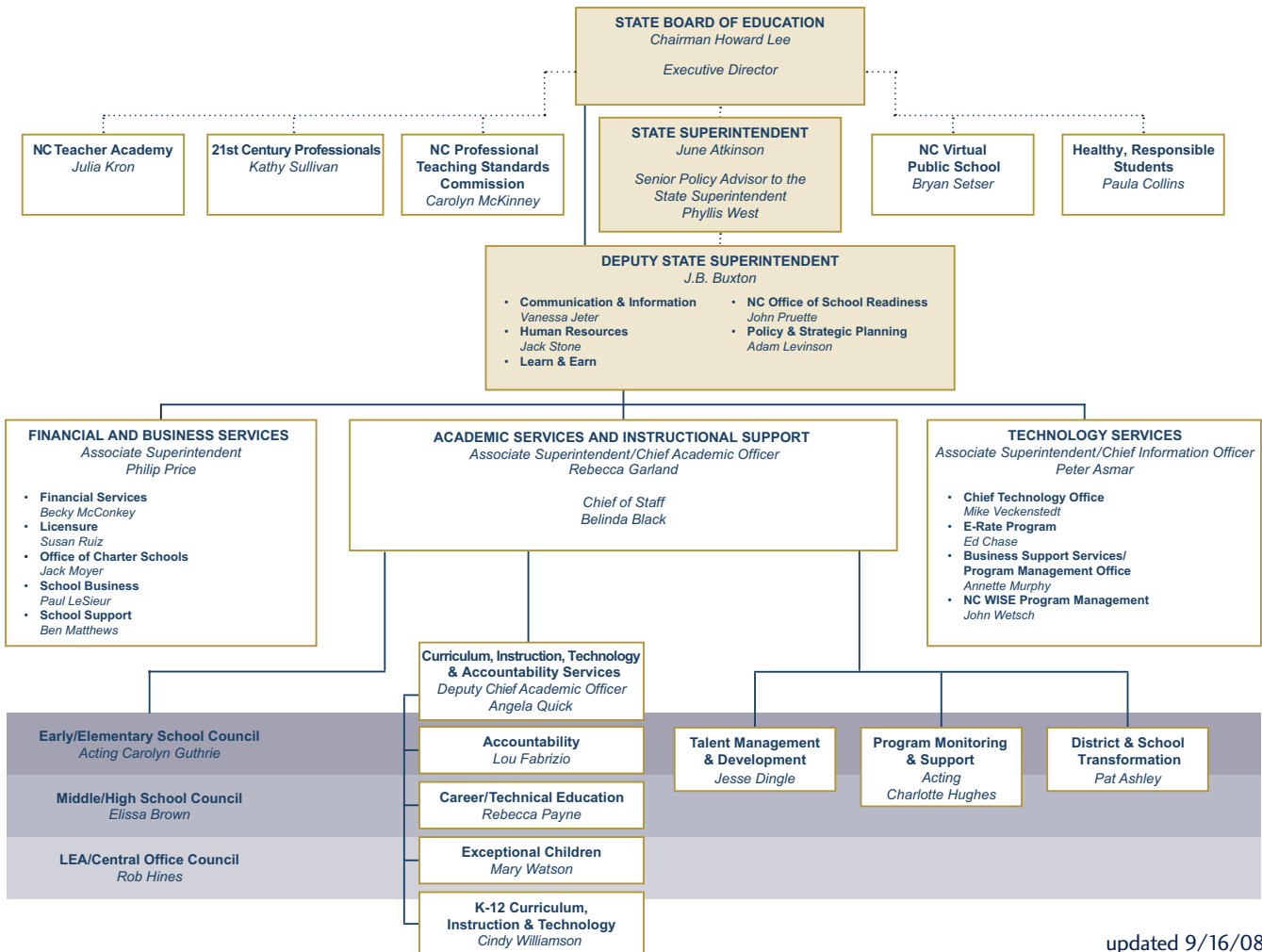
Updated organizational charts for NCDPI overall and for the Department's most-changed areas are available online at www.ncpublicschools.org/organization/orgchart. Key areas impacted by the agency's reorganization are: District and School Transformation, led by Director Dr. Pat Ashley; K-12 Curriculum, Instruction, Technology and Accountability Services, led by

Assistant State Superintendent and Deputy Chief Academic Officer Dr. Angela Quick; Talent Management and Development, led by Director Dr. Jesse Dingle; and Program Monitoring and Support, led by Interim Director Charlotte Hughes.

Key agency priorities for the 2008-09 school year are:

- District and School Transformation efforts in six districts and over 100 middle and high schools;
- ACRE (Accountability and Curriculum Reform Effort, a response to the State Board of Education's Framework for Change);
- Principal and teacher standards and evaluation instruments;
- NCWISE and CEDARS (Common Education Data Analysis and Reporting System, a longitudinal data system, in development with a grant from the US Department of Education); and
- NC Virtual Public School/Learn and Earn online.

NC DEPARTMENT OF PUBLIC INSTRUCTION



updated 9/16/08

NCDPI Appoints Garland as Associate Superintendent

Dr. Rebecca Garland was appointed as associate state superintendent and chief academic officer of the NCDPI in August. Garland had been the executive director of the State Board of Education since 2006 and had served as interim chief academic officer for several months since Robert Logan's departure from the agency earlier this year.

The position leads Curriculum, Instruction, Technology and Accountability Services; Talent Management and Development, Program Monitoring and Support; and District and School Transformation as well as the Councils for Early/Elementary School, Middle/High School and LEA/Central Office.

Garland began her education career in Harnett County Schools in the 1970s as a middle school teacher. During the 1990s, she served at the NCDPI in several capacities, including as an instructional specialist and consultant for gifted education. She was the assistant director of the State Board from 1998 until 2002. In 2002, she went to Alamance-Burlington Schools as director of middle schools, arts and gifted education. From there, she moved to Orange County Schools where she was associate superintendent of curriculum and instruction.

Garland holds a bachelor's degree from UNC-Greensboro, a master's degree in education from Campbell University and a doctorate in education from North Carolina State University.

Garland moves into this leadership role at a time when the reorganization and structural change within NCDPI is over, and the time of delivering the work, products and support that the new structure facilitates is beginning. In the interview below, she talks about some of these changes and initiatives.

Is the new Framework a significant change from our current standards, assessment and accountability system?

No other state has created new essential standards, new 21st century assessments, and new accountability model simultaneously. They've done one or the other. We're redoing it all.

It's the most comprehensive overhaul of our standards, assessment system and accountability model that we've had since the development of the ABCs. When it is completed, and my guess is that we're looking at a minimum of five years, it will be a monumental change, just like the ABCs was a major school reform effort in this state. In my opinion, this will take us to the next level. The ABCs was the school reform effort that made sure that every child in our state received a basic, sound education. It was focused on the basics – reading, writing and math – to make sure that everybody had basic skills, minimum proficiency.

This next generation is to make sure that not only do they have basic skills, but they have high-level competencies in content and in application of content to make them globally competitive – students prepared at a level of excellence. Those are two different things. It's no longer sufficient to be minimally proficient.



*Dr. Rebecca Garland,
NCDPI's associate state
superintendent and chief
academic officer*

How will the experience of an eighth grader sitting in class differ in five years from what it currently is?

As a director of middle schools, when I walked into an eighth grade classroom, I saw, for the most part, teachers standing in front of students or students sitting in rows or groups. But even when students were sitting in groups, they were still doing whatever the teacher told them to do. They were studying from textbooks and doing worksheets. They were basically all doing the same thing. There might be an overhead projector in the classroom. It truly was a sit and get. Students were glazed over and looking out the window. It was a passive student culture.

I hope that if you walk into an eighth grade classroom five years from now, you'll see students using technology authentically to learn. You'll see them researching the content that they need to know and applying it. They'll be trying to solve relevant problems related to the content. It'll be problem-based or project-based learning. They'll be making decisions. They'll be networking with students in other classrooms, states, and countries about those issues. ... They'll have access to information that students have now along with the tools to be critical thinkers and they'll be using their new writing skills to communicate.

What other changes are being initiated at NCDPI?

We're trying to push a culture in Academic Services where we are service oriented. We shouldn't tell school systems 'no' when they ask for flexibility for innovations unless there's a policy or law that says we have to. And, if it's a policy, is it one that we should consider recommending to the Board for change or waivers? The notion that we in Raleigh come up with all of the ideas that can improve schools – that just cannot be the culture we live in. We have to work with school systems to try to come up with innovative ways and if they come up with the ideas, then that's great. Then we can help support their ideas. We are trying to develop a culture of support at the Department where we help lead the school systems that aren't quite as innovative and get out of the way and try to make the rules work for the school systems that have figured it out.

NCDPI Appoints Garland as Associate Superintendent (con't)

Can you give an example of the kind of innovation requiring a waiver that you'd be inclined to approve?

A lot of the innovations have come in our high schools. We have Board policies in place that were primarily designed around students sitting in classrooms in a brick and mortar environment. But now we have students who are housed on campuses at community colleges or independent universities. Some of our old policies about what course of study or assessment you use or what date you can start school don't work. It's very difficult for us to impose a grading system or a test on a college instructor who doesn't work for us. Issues like that require some flexibility. ...

We're very careful about granting those waivers because we truly want to understand the intent of why people are asking for waivers and what they're trying to accomplish. ...

Education cannot be delivered anymore from 8 to 3:30 in a one-size-fits-all medium. It has to be delivered now in a variety of ways – some online, some at school, some on community college campuses, some of it might be delivered in a community center – whatever it takes to deliver instruction so that students can earn that high school diploma. It requires a whole different mindset on the part of educators.

We can't be nonresponsive and inflexible when publicly what we're saying is we want every student to graduate from high school globally competitive. We've got to practice what we say. I think we've gone far too long saying the words to placate people, but then if you really look at what we do, we're not doing what we say. We can't do that anymore.

How do you think Framework changes at the state level juxtapose with increasing federal prescriptions in education?

The feds have to approve our model and we have to measure reading and math in elementary, middle and high school that's aligned to our state curriculum. But they can't dictate what the standards are or what the assessments are as long as the assessments are aligned to the standards. So the innovation is going to have to come in how we teach, what we teach, and how we test. And whatever accountability model they're going to impose on us, we're going to have to do all this in spite of it. They'll always be able to impose some kind of accountability model on us and if we let that hold us back, we will constantly keep doing what we're doing.

See, I think our Board as already proven that they're going to do what's right for kids in spite of No Child Left Behind. They have updated the curriculum with better standards for students, reset standards – even when it would've been to the benefit of the state not to reset those standards – because it was what was right for students. So, we'll go about making our standards more realistic and our tests more meaningful and just let them use whatever accountability model they choose to use.

So you aren't one of those people who say it's hopeless because NCLB makes us teach to the test?

Quite honestly, I've never had a lot of patience with people who told me they had to teach to a test. ... If you teach students well, the assessment will take care of itself. I always thought that the people who didn't try to teach to the test, but taught the Standard Course of Study and got kids interested and engaged in what they were doing did better than the teachers who tried to game the system.

Do you think the Essential Standards will be easier for teachers to address in the classroom than the Standard Course of Study?

I hope we do a better job of creating standards and creating support documents that help teachers understand what the standards mean. We call it unpacking the standards. The standards are supposed to cite clearly what a student needs to know and be able to do, but sometimes teachers don't know how to teach it. We need to do a good job of creating curriculum documents, model lessons and samples of how we intend to assess something that teachers can access through video clips or podcasts on the Web. We can use technology now to do lots of different things. They can watch a teacher teach a standard. We can have examples to show, if you teach it like this, you assess it like this. We want to do a good job of providing aligned support materials and marketing those materials so that teachers know that they're there and know how to access them.

When the ABCs started, the Department had been downsized. We lost our regional centers and our professional development people, and we didn't have people to do the training on the Standard Course of Study. Now that we have technology, we don't have to have as many people to reach across the state and we can reach them in a more efficient way as long as we have enough staff to create it [the Framework] and to do a marketing plan to let people know what's out there.

We want to bring the school districts along with us every step of the way – not only to get their feedback but also their involvement. This is a statewide effort. It is not something we're imposing on them. We want their partnership.

Is this partnership what you began on Oct. 24 by reconvening the Instructional Leaders Forum and meeting with chief academic officers from across the state?

That was the beginning to our partnership and communications network. The chief academic officers are the instructional quarterbacks in their districts as well as talent scouts who will help bring the right people to the table. It's got to be a team effort. You can only be a quarterback if you've got a good offensive line, great receivers and a good playbook.

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TARGET GOALS CHANGE TO ALIGN WITH HIGHER STANDARDS

Proficiency target goals for reading were changed by the State Board of Education in October to reflect the higher achievement standards set for the new reading assessments administered in Spring 2008. The new cut scores represent a higher standard for student performance in reading, similar to the standard-raising that occurred in 2006 with mathematics. New AYP reading targets for grades 3-8 reflect the greater challenge of the new achievement levels. The 2007-08 through 2009-10 target goals for grades 3-8 reading proficiency are now 43.2 percent, down from the previous targets set for those years of 84.4 percent. The end goal of NCLB remains 100 percent proficiency in reading and math by 2013-14.

Year	Grades 3-8 (%)		Grades 10 (%)	
	Reading	Mathematics	Reading/ Language Arts	Mathematics
2007-08	43.2	77.2	38.5	68.4
2008-09	43.2	77.2	38.5	68.4
2009-10	43.2	77.2	38.5	68.4
2010-11	71.6	88.6	69.3	84.2
2011-12	71.6	88.6	69.3	84.2
2012-13	71.6	88.6	69.3	84.2
2013-14	100	100	100	100

NCDPI MAKES NEW ACCOUNTABILITY APPOINTMENTS



Dr. Gary Williamson

In September, NCDPI appointed Dr. Gary Williamson as the Director of Accountability Operations in the Accountability Services Division. He will lead the Division along with Dr. Lou Fabrizio who is now the Director for Accountability Policy and Communications.

Williamson's duties will include leading the day-to-day operations of the Testing Operations, Test Development and Reporting sections. Williamson has been the section chief for Reporting since last fall. He also held that position from 1996-2004. His work was instrumental in the development of the original ABCs model in North Carolina.



Dr. Lou Fabrizio

Fabrizio's duties will include leading the Regional Accountability Staff and serving as the agency's liaison with the US Department of Education.

This change will be helpful as the agency continues the current assessment and accountability system while developing and implementing a new generation of assessments and accountability as prescribed in the Framework for Change.

NCDPI Appoints Garland as Associate Superintendent *(continued from page 5)*

What advice would you give educators about all the change coming their way beginning in the next few months and years?

As a movie buff, Indiana Jones is one of my favorites. In "Indiana Jones and the Last Crusade," Indy is trying to save his sick father. The map he's using to get to the chalice that will serve as a cure shows a bridge over an abyss. But when Indy gets to the abyss, he can't see the bridge. It's an optical illusion. So he steps out onto this place where a bridge is supposed to be – and it's there. Teachers who are doing the right thing for their students should just have faith and put their foot out over the abyss, which is the combination of the new standards, assessments and accountability model with No Child Left Behind still over us – all this uncharted territory. If you just put your foot out and do what you think is right for kids, it will all work out all right. The bridge will hold you up.

It's almost like the way we want teachers to teach kids. You don't necessarily have all the information and so you research and then you take that information and create what you need to solve the problem. So this is a classic case. We're doing our own problem-

based learning here at the state agency. We're in an information-finding stage. And then we'll use that information to solve the problem. It's our job to go through problem-based learning just like teachers and students do, and come up with a new product.

I believe we have enough talented people, not only in this agency but out in school systems, in the university system, and in our partnerships that we'll figure it out.

NEED TO KNOW TERM: ACRE

You'll hear ACRE a lot over the next few years in reference to the work of implementing the Framework for Change.

**Accountability and
Curriculum
Reform
Efforts**

FORMER COMP ED SECTION CHANGES TO IMPROVE MONITORING, SUPPORT

Through the recent NC Department of Public Instruction (NCDPI) reorganization, the Student Support Services Division is now the Program Monitoring and Support Division overseen by Interim Director Charlotte Hughes. The section of the division formerly known as Compensatory Education is now Program Monitoring, under the leadership of Interim Section Chief Donna Brown.

The Program Monitoring section plans to increase the effectiveness of its federal program oversight through a consolidated, tiered approach to monitoring. Program Monitoring will further leverage its technical assistance to LEAs and schools identified for Improvement by coordinating efforts throughout the agency, including the District and School Transformation section led by Dr. Pat Ashley, to create a statewide system of support.

Program Monitoring will use a consolidated application and monitoring instrument with cross-trained consultants.

The pilot model (this year) includes Title I, Part A, School Improvement, Migrant Education, Neglected and Delinquent, and Small Rural Schools Achievement, (SRSA). Eventually monitoring will be consolidated for all parts of Title I, Title IV, Part A, Safe and Drug Free Schools (SDFS), and Rural Low Income Schools (RLIS).

Prior to 2008-09, monitoring was the same for all districts (not tiered) and it was comprehensive in that several Titles were reviewed during same window of time. Comprehensive monitoring required use of different instruments and involvement of multiple consultants with a heavy emphasis on program implementation.

Consolidated monitoring is streamlined with a focus on compliance. A system of electronic data collection is in place which should facilitate monitoring and technical assistance and, eventually, an on-line grant management system.

In addition to Donna Brown, the Program Monitoring staff includes eight Title I generalists, a Migrant Education Consultant, a Migrant Identification and Recruitment Coordinator, a Technology Support Analyst and a Parent Involvement Coordinator. (See chart below.) Each Title I generalist also has a targeted focus program of expertise that includes Comparability, Ed-Flex, Safe and Drug Free Schools, Neglected and Delinquent, Supplemental Educational Services, Rural and Low-Income Schools, Small Rural Schools Achievement Flexibility, and Perkins Loan Cancellation.

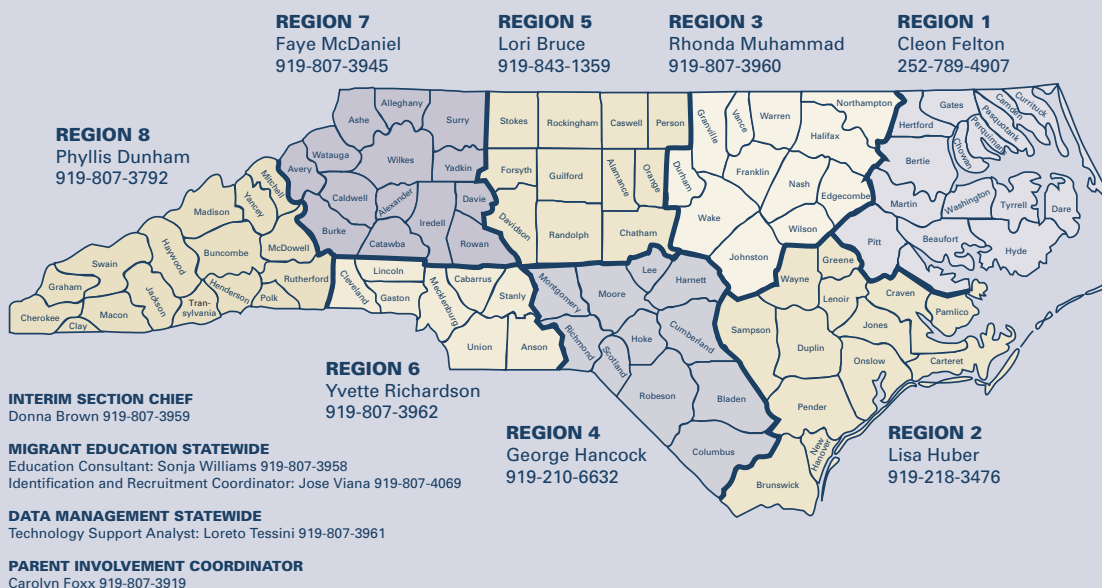
Staff assignment changes include Lisa Huber as the Region 2 Consultant, Faye McDaniel as the Region 7 Consultant, and Dr. Phyllis Dunham as the Region 8 Consultant.

Tiered monitoring involves different levels of monitoring including self evaluation, desk reviews followed with virtual reviews utilizing Web and phone conferencing, and on-site reviews. LEAs and charter schools that haven't been monitored "in the current five-year cycle will be reviewed through these three methods over the next two years. For LEAs in District Improvement, monitoring teams will conduct desk reviews followed by on-site reviews that focus on areas identified in desk reviews. A second set of districts will be monitored through a desk review followed with a virtual review. A third set of districts will complete and submit a self evaluation.

In 2008-09, 30 LEAs and 14 charter schools will be monitored in January through May 2009. They are: January – Surry, Cumberland, Orange, Cleveland, Rockingham, Vance and Scotland County Schools; February – Lee, Johnston, Stokes, Lincoln, Stanley, Franklin and Carteret County Schools; March – Wilson, Gates, Rutherford, Pender and McDowell County Schools and Asheville and Asheboro City Schools; and April – New Hanover, Yadkin, Wilkes, Warren, Person and Macon County Schools, Kannapolis and Thomasville City Schools and Iredell-Statesville Schools.

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PROGRAM MONITORING SECTION | REGIONAL SERVICE AREAS | 2008-2009



MORE SCHOOLS ENTER TITLE I SCHOOL IMPROVEMENT

A total of 551 schools are in Title I School Improvement for 2008-09 based on 2007-08 assessment results. Schools entering into or escalating in Title I School Improvement based on reading results released in November must notify parents of their choice/SES options immediately and offer choice, if applicable, by the beginning of second semester (January 2009). (See related parent notifications story on page 9.)

Almost one-third (31 percent or 748 schools) of the 2,412 schools statewide (Title I and non-Title I) receiving an AYP designation made AYP for 2007-08.

In Spring 2008, students in grades 3-8 took new reading assessments, designed to align closely with changes in the reading curriculum. Schools seem to have benefited from the reading target goals that were lowered to 43.2 percent proficiency after the State Board of Education raised reading standards in October 2008. Only 24 schools entered Title I School Improvement based on 2008 reading scores alone.

One hundred sixty-six (166) schools entered Title I School Improvement for the first time, including the 24 schools that entered based on reading scores alone.

Twenty-two (22) schools across the state exited Title I School Improvement.

Listings of schools in Title I Improvement are on the Web at <http://ayncpublicschools.org/>. Tools to help schools communicate about the different levels of sanctions are on the Web at www.ncpublicschools.org/nclb.

** Numbers of schools at various sanction levels for this year are not directly comparable to previous years. Data revisions are changing previously-held sanction levels for about 65 schools across the state.*

Percentage of Title I and Non-Title I Schools Making AYP

School Year	Percentage of schools that made AYP	Percentage of schools that did not make AYP
2007-08	31	69
2006-07	45	55
2005-06	46	54
2004-05	57	42
2003-04	71	29
2002-03	47	52

Percentage of Students Scoring Proficient in Reading Grades 3-8

	Percentage scoring Level III or above in 2007	Percentage scoring Level III or above in 2008	Percentage Point Difference
Grade 3	83.8	56	27.8
Grade 4	87.6	61	26.6
Grade 5	91.7	57	34.7
Grade 6	84.5	61	23.5
Grade 7	88.5	52	36.5
Grade 8	89.9	55	33.9

Number of Schools in Title I School Improvement

	Year 1	Year 2	Year 3	Year 4	Year 5 or above	Total
2008-09	202*	157*	105*	44*	43*	551*
2007-08	236	113	60	38	11	458
2006-07	167	65	59	10	2	303
2005-06	95	79	12	6	0	192
2004-05	140	14	6	0	0	160

Former Comp Ed Section Changes to Improve Monitoring, Support *(continued from page 7)*

The following charter schools will be monitored in May: Piedmont Community School, Alpha Academy, Brevard Academy, Queens Grant Community Schools, Children's Village Academy, Kinston Charter Academy, Gaston College Preparatory, Guilford Prep Academy, Crossnore Academy, Research Triangle Charter Academy, Arapahoe Charter School, Success Institute and Union Academy.

The remaining schools and districts will be monitored in 2009-10 with some being monitored more than once in the current five-year cycle.

Consolidated monitoring will help refocus NCDPI's technical assistance efforts to best utilize resources in the statewide system of support program delivery. Program Monitoring section staff members are working across the agency to communicate and coordinate initiatives in LEAs and schools.

LEAs and schools with the greatest need are identified for District and School Transformation (DST). For 2008-09, six

districts and over 100 middle and high schools were identified through a process which considers district performance and capacity and ABCs and AYP results. Transformation districts are Columbus County and Lexington City Schools (both continued from 2007-08), and Hertford, Richmond, Bertie and Halifax County Schools (beginning 2008-09).

A Strategic Roundtable, an Agency Roundtable and eight Regional Roundtables oversee the statewide system of support. The eight Regional Roundtables are comprised of regional NCDPI staff and external partners including representatives of the Regional Education Services Areas (RESAs) and the Office of School Readiness. The Regional Roundtables meet monthly to identify initiatives underway in each district in the region, to identify common needs across each region, and to coordinate technical assistance provided for the districts and schools identified as having the greatest need for support. Roundtables are facilitated by NCDPI Regional Leads, one assigned to each of the eight regions across the state. A Title I consultant serves on each Regional Roundtable.

SCHOOL AND DISTRICT PARENT NOTIFICATIONS MUST BE SENT

Schools with Adequate Yearly Progress results in reading that prompt them to enter into or escalate in Title I School Improvement must send parent notification letters immediately regarding choice and other options that may be available beginning in January 2009.

PARENT NOTIFICATIONS FOR SCHOOLS

It's important to remember that federal requirements include several components of the letter for schools offering public school choice. The NCDPI will be monitoring notifications to make sure they include each of the following: a) an explanation of what the identification means and how the school compares in terms of academic achievement to other schools; b) the reasons for the identification; c) reference to what the identified school is doing to improve; d) reference to what the district or state is doing to help the school address achievement problems; e) an explanation of how parents can get involved; f) an explanation of the parents' option to transfer their child(ren) to another public school; g) an explanation of why school choice options may have been limited such as other schools being in Title I School Improvement or in a remote location (Note that lack of capacity cannot be used as a reason to limit transfer options.); and h) information about the choice schools, their quality and performance.

New templates for the following school categories that include all components as outlined above are on the Web at www.ncpublicschools.org/nclb/communications:

- Schools entering Title I School Improvement and offering public school choice due to 2008 AYP reading results;
- Schools entering Title I School Improvement and federally mandated to offer public school choice due to 2008 AYP reading results but have no choice to offer;
- Schools entering Title I School Improvement due to 2008 AYP reading results and offering supplemental educational services (SES) in the first year as part of the SES pilot program;
- Schools escalating in Title I School Improvement so that they now must offer SES in addition to public school choice due to 2008 AYP reading results;
- Schools escalating in Title I School Improvement so that they are now in corrective action in addition to offering public school choice and SES; and
- Schools escalating in Title I School Improvement so that they now are in the planning for restructuring phase in addition to offering public school choice and SES.

The above schools are the only ones that need to send individual parent letters regarding AYP reading results. Schools can rely on other methods to communicate to parents regarding AYP reading results if those results:

- put the school in a holding pattern; or
- advanced the school's sanction level but that sanction level has already been addressed in response to AYP math results.

Schools in one of these two situations can publicize their AYP reading results through school and district newsletters, school and district Web sites, school-sponsored parent meetings, press releases and other venues. Schools must document how they communicated AYP reading results if they do not send individual parent notifications and have that documentation available when monitored.

PARENT NOTIFICATIONS FOR DISTRICTS

Customized parent notifications for districts in Title I District Improvement will be sent to each affected LEA's superintendent in November. The letters must be sent to the parents of all students served by the district. Details regarding the logistics of letter distribution will be available on the Web at www.ncpublicschools.org/nclb/district/faqs.

OTHER PARENT NOTIFICATION ISSUES

- **Notification Delivery.** The letters do not have to be mailed via the US Postal Service. If a school district's elementary schools have a good track record of successfully reaching parents through information sent home in children's backpacks, the letters may be distributed in that manner. However, the US Department of Education (USED) strongly indicates mailing via the US Postal Service as the preferred method. According to guidance issued from the USED on July 21, 2006, *"The SEA must provide information to the parents of each student enrolled in a school served by the LEA both directly, through regular or email, and indirectly, using the Internet, the media, or public agencies serving the student population and their families. If the SEA does not have access to individual student addresses, it may distribute information through the LEA or schools."*
- **Length of Time in the Choice School.** Future parent notification templates and fact sheets will make the point that students may attend the choice school up until the highest grade in the choice school, not the school in Improvement. In addition, future templates will attempt to make clear that the choice school does not change the student's attendance zone or feeder pattern to align with the choice school.
- **Length of Time Free Transportation Is Provided.** The current Sample Request for Transfer Form and letter templates for schools in holding patterns are being revised to include the point that free transportation to a choice school is guaranteed only through the time that the Title I Improvement school remains in Improvement. Template letters under development for schools exiting Title I School Improvement will include this point as well. The limited-time aspect of LEA-provided transportation is an important point to convey to parents in on-going communication developed and sent by schools and districts.

NCLB DIRECTORY (also available on the Web at www.ncpublicschools.org/nclb/directory/)

Below is an agency listing of contacts for NCLB questions.

Accountability (Testing)/Adequate Yearly Progress

Lou Fabrizio, Director, Accountability Policy and Communications
919.807.3770 lfabrizio@dpi.state.nc.us

Gary Williamson, Director, Accountability Operations
919.807.3787 gwilliamson@dpi.state.nc.us

Sarah McManus, Section Chief, Testing Policy and Operations
919.807.3776 smcmanus@dpi.state.nc.us

Charter Schools

Jack Moyer, Director, Office of Charter Schools
919.807.3491 jmoyer@dpi.state.nc.us

Curriculum, Instruction and Technology

Angela Quick, Deputy Chief Academic Officer,
Office of Innovation and School Transformation,
919.807.3759 aquick@dpi.state.nc.us

Cynthia Williamson, Director, K-12 Curriculum,
Instruction and Technology Division
919.807.3817 cwilliamson@dpi.state.nc.us

Exceptional Children

Mary Watson, Director
919.807.3970 mwatson@dpi.state.nc.us

Federal Program Monitoring

Donna Brown, Interim Section Chief
919.807.3959 dbrown@dpi.state.nc.us

Funding

Paul LeSieur, Director, School Business
919.807.3700 plesieur@dpi.state.nc.us

Limited English Proficient

Helga Fasciano, Section Chief, Second Languages, ESL,
Information and Computer Skills
919.807.3865 hfasciano@dpi.state.nc.us

NC School Report Cards

Traci Blount, Section Chief, Communications and Information
919.807.3467 tblount@dpi.state.nc.us

News Media and General Public Questions

Vanessa Jeter, Director, Communications and Information
919.807.3469 vjeter@dpi.state.nc.us

NCLB Parent/Educator Questions

Charlotte Duren, NCLB Information Specialist
919.218.9239 cduren@dpi.state.nc.us

Paraprofessional Qualifications

Larry Simmons, Section Chief, School Personnel Support
919.807.3364 lsimmons@dpi.state.nc.us

Parent Involvement

Carolyn Foxx, Parent Involvement Coordinator
919.807.3919 cfoxx@dpi.state.nc.us

School Improvement Planning

Rob Hines, LEA Council Director
919.807.3244 rhines@dpi.state.nc.us

Student Support Services

Charlotte Hughes, Interim Director, Program Monitoring and
Support 919.807.3957 chughes@dpi.state.nc.us

Supplemental Educational Services

Lisa Huber, Education Consultant
919.218.3476 lhuber@dpi.state.nc.us

Support for Districts and Schools

Pat Ashley, Director, Support for Districts and Schools
919.807.3915 pashley@dpi.state.nc.us

Teacher Qualifications

Susan Ruiz, Director of Licensure
919.807.3316 sruiz@dpi.state.nc.us

Danny Holloman, Section Chief,
NC Center for Teacher Recruitment
919.807.3375 dholloman@dpi.state.nc.us

Title I Regional Consultants

Region 1, Cleon Felton
252.789.4907 cfelton@dpi.state.nc.us

Region 2, Lisa Huber
919.218.3476 lhuber@dpi.state.nc.us

Region 3, Rhonda Muhammad
919.807.3960 rmuhamad@dpi.state.nc.us

Region 4, George Hancock
919.210.6632 ghancock@dpi.state.nc.us

Region 5, Lori Bruce
919.843.1359 Lori_Bruce@dpi.state.nc.us

Region 6, Yvette Richardson
919.807.3962 yrichardson@dpi.state.nc.us

Region 7, Faye McDaniel
919.807.3945 fmcDaniel@dpi.state.nc.us

Region 8, Phyllis Dunham
919.807.3792 pdunham@dpi.state.nc.us

REPORT CARD WILL FEATURE SOME CHANGES

The 2007-08 NC School Report Cards, typically released in October, will be available on Jan. 29, 2009, allowing time to include the complete ABCs and AYP information, approved by the State Board of Education in November. Once released, data for schools, districts and the state will be online at www.ncreportcards.org.

The Report Cards include key information about school and student performance, class size, attendance, school safety, instructional resources and educator quality. Select indicators will change for the upcoming release because of public feedback, federal reporting requirements and modification to existing data collection procedures.

- Calculations for Teacher Turnover for the 2007-08 School Report Cards have changed. This indicator appears on the Quality Teachers section on school-level Report Cards. In addition to the Teacher Turnover indicator, a separate report compiled annually by the NCDPI provides data about why teachers leave their posts. Due to different methods for calculating turnover between the two reports, the Report Cards indicator was modified to align with the definition used for other reporting. For 2007-08, the definition states that LEA turnover will reflect anyone who was a teacher in March 2007, but was not a teacher in the same LEA in March 2008. To determine school-level turnover, teachers classified as turnover at the LEA level will be traced to the school assigned in March 2007 and counted as turnover at that school.
- To meet NCLB requirements, the US Education Department has stipulated that beginning with 2007-08, all states must report student performance on science tests. On the High Student Performance section on school-level Report Cards, the percentage of students at or above grade level on the science end-of-grade tests for grades 5 and 8 or on the Biology end-of-course test (depending on the grades represented in a particular school) will be displayed. For 2007-08, science results are not included in ABCs reporting.
- On the High Student Performance section of the school- and district-level Report Cards, the "Percentage of Students Promoted at Each Gateway" indicator has been removed. The Student Accountability Standards report was discontinued in 2007-08 and so this indicator has been discontinued.
- On the High Student Performance section of the school- and district-level Report Cards and Snapshots, three-year Trend Data for Reading will not be available because of a new test implemented based upon the revised Standard Course of Study.

To learn more about the NC School Report Cards, visit www.ncschoolreportcard.org and click on "Resources to Understanding Report Cards." If you have questions, please email reportcards@dpi.state.nc.us.

102 NC DISTRICTS ARE IN TITLE I DISTRICT IMPROVEMENT

Over 100 (102) school districts are in Title I District Improvement. A school district enters Title I District Improvement by not meeting target goals in the same subject (reading/language arts or mathematics) in each of three grade spans (3-5, 6-8 and high school) for two years in a row.

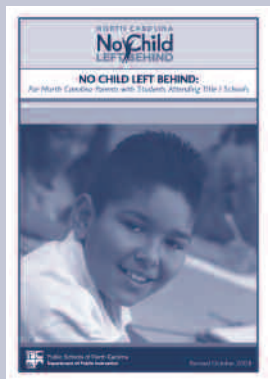
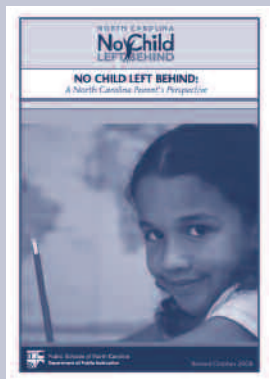
A Title I District Improvement district must take certain measures, such as informing parents of the district's status (See related parent notifications story on page 9.), revising its two-year District Improvement plan (for Title I and non-Title I schools in the district) and setting aside 10 percent of its Title I allotment for professional development purposes in the subject area causing District Improvement status. NC school districts in the corrective action phase must take additional measures.

Listings of districts in Title I District Improvement are available on the Web at <http://aypncpublicschools.org>.

More information on Title I District Improvement is available at <http://www.ncpublicschools.org/nclb/district>.

NCLB BROCHURES CAN HELP PARENT COMMUNICATION

Brochures to help parents understand NCLB and what it means for their children's schools have been revised and are available on the Web at www.ncpublicschools.org/nclb/communications/brochures/. The two brochures are targeted for parents whose children attend Title I schools and parents whose children attend non-Title I schools. Free hard copies, in limited quantities, can be ordered by calling NCDPI publications at 1.800.663.1250 or 919.807.3470 or by faxing 919.807.3481.



NC BOASTS SIX BLUE RIBBON SCHOOLS



Arthur Edwards Elementary (Craven County Schools), East Elementary and Jefferson Elementary (Cleveland County Schools), Iron Station Elementary (Lincoln County Schools), and Huntersville Elementary and Providence Spring Elementary (Charlotte-Mecklenburg Schools) were named 2008 NCLB Blue Ribbon Schools

by US Secretary of Education Margaret Spellings. Representatives from each of these schools were honored during an October ceremony in Washington, DC, where they received a plaque and a flag signifying their NCLB Blue Ribbon School status. More information on Blue Ribbon schools is available on the Web at www.ncpublicschools.org/nclb/blueribbon.

NCLB WEB SITE FEATURES NEW PRIORITY

Communicating NCLB news can be complicated and NCDPI staff are committed to partnering with districts to offer as many resources as possible in this endeavor. Users of the Web at www.ncpublicschools.org/nclb/communications/ now have one-stop shopping for all their communications needs. Tools for district administrators to use in communicating with educators, parents and community members about NCLB and the implications of this federal law in their school district are all in one place. Communications tools include newsletters, PowerPoint presentations, guides for explaining various different impacts of NCLB on school communities, templates for parent notifications, brochures for parents at Title I and non-Title I schools, downloadable graphics and more. Can't find something you're looking for? Just call or email NCLB Communications Specialist Charlotte Duren at 919.218.9239, cduren@dpi.state.nc.us.

A **listing of Title I directors** and their contact information is available on the Web at www.ncpublicschools.org/nclb/title/overview/.

The **list for 2008-09 Title I schools** is available on the Web at www.ncpublicschools.org/nclb/title/schools.

The **list of 2008-09 Supplemental Educational Services providers** has been revised since its initial posting in July and is available on the Web at www.ncpublicschools.org/nclb/ses/providers.

UPCOMING MEETINGS AND CONFERENCES

November

- November 18 or 19 - Schoolwide Institute, Raleigh

December

- December 3 - Monitoring Instrument Training, Raleigh
- December 9 - Title I Director Meetings for Regions 6 & 8, Asheville
- December 12 - Title I Director Meetings for Regions 1 & 3, Johnston County

January

- January 13 - New Title I Directors' Training Directors, Greensboro
- January 16 - Title I Director Meetings for Regions 2 & 4, Location TBD
- January 22 - Title I Director Meetings for Regions 5 & 7, Salisbury

February

- February 19-22: National Title I Conference (San Antonio, TX) www.nationaltitleconference.com

March

- March 20 - Title I Director Meetings for Regions 2 & 4, Location TBD
- March 25 - Title I Director Meetings for Regions 6 & 8, Asheville

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Inquiries or complaints regarding discrimination issues should be directed to: Dr. Rebecca Garland, Chief Academic Officer/Associate State Superintendent Innovation and School Transformation :: 6368 Mail Service Center :: Raleigh, NC 27699-6368 :: Phone 919-807-3200 :: Fax 919-807-4065