

EXECUTIVE SUMMARY

Title: **The Cooperative Innovative High School Program Act - Waivers for Educational Purposes**

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #S656
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Wandra C. Polk (Director, Division of Secondary Education)

Description:

High schools established under the Cooperative Innovative High School Program Act are developed in partnership with post-secondary institutions. The partner institutions must have aligned calendars in order to operate effectively. LEAs requiring this alignment submitted Calendar Waivers for Educational Purposes that are being presented to the State Board with this item for approval. Heretofore, Calendar Waivers for Educational Purposes have been submitted annually. In support of the innovative programs, it would be most beneficial to approve Calendar Waivers for Educational Purposes to be effective for the same approval period of the program application.

Resources:

N/A

Input Process:

N/A

Stakeholders:

LEAs and community college staff, high school staff, students, and parents

Timeline For Action:

This item is presented for action at the January 2007 Board meeting.

Recommendations:

The State Board of Education is requested to approve the following: (a) the calendar waivers for educational purposes as submitted, and (b) that the period of an approved calendar waiver be aligned with the five (5) years span of the approved program application.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
 - Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
 - Document Camera (for transparencies or paper documents – white paper preferred)

-

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

School Calendar Waivers Educational Purposes 2007-08

I. Cooperative Innovative High School Programs

Recommendation: Approve the calendar waivers requested for students who will be participating in the designated programs located on college campuses.

SBE Region	LEA	School/Program	Effective Period
6	Anson County	Early College High School (Learn and Earn)	2006-07 – 2010-11
1	Bertie County	Early College High School	2007-08 – 2011-12
7	Burke County	Middle College High School	2006-07 – 2010-11
7	Caldwell County	Caldwell County Career Center High School	2006-07 – 2010-11
7	Catawba County	Catawba Valley Early College High School	2005-06 – 2009-10
2	Craven County	Craven Early College High School	2006-07 – 2010-11
4	Cumberland County	Cumberland Health & Life Sciences High School	2007-08 – 2011-12
5	Davidson County	Davidson Early College High School	2006-07 – 2010-11
7	Davie County	Davie County Early College High School	2007-08 – 2011-12
3	Durham Public Schools	Middle College High School at DTCC	2006-07 – 2010-11
3	Edgecombe County	Edgecombe Early College High School	2006-07 – 2010-11
4	Hoke County	SandHoke Early College High School	2006-07 – 2010-11
6	Charlotte-Mecklenburg	Middle College High School	2007-08 – 2011-12
2	New Hanover County	Early College at Cape Fear Community College	2007-08 – 2011-12
4	Richmond County	Early College High School	2007-08 – 2011-12
7	Surry County	Surry Early College High School of Design	2006-07 – 2010-11

II. Special Circumstances

SBE Region	LEA	School Program	Rationale	Recommendation
4	Moore County	“First Step” Program Initiative North Moore High School Pinecrest High School Pinckney Academy Union Pines High School	Partnership between Moore County Schools and Sandhills Community College based on a commitment that all high school graduates will have at least 12 hours of college credit. Some hours may be earned through Advanced Placement or International Baccalaureate Programs, but the bulk of the hours for most students would be realized through the “First Step” Program.	<i>Grant waiver for students who attend classes on the college campus.</i>
2	Pamlico County	Comprehensive Educational Program	The waiver is requested for the entire LEA (4 schools, 1550 students); a very rural county. To help hold transportation costs to a minimum, the schools share buses with the routes combined. Many parents work outside the county and utilize the schools and the school calendar to meet day care needs. Large number of these needs are met by older siblings or other older students, thus the request is for the entire LEA to be on the same calendar.	<i>Do not grant waiver. (This waiver request is in conflict with the Calendar Bill). Grant the waiver for the high school only.</i>

EXECUTIVE SUMMARY

Title: Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs, January, 2007

Type of Executive Summary:

Action Action on First Reading Discussion Information

Policy Implications:

Constitution _____
 General Statute #115C-12(25)
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division), Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), and Ms. Jackie Colbert (Director, Elementary Education Division)

Description:

G. S. 115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee annually by October 15 regarding the continued implementation of the ABCs Plan. (Historically, in years when ABCs results are reported later than the August State Board of Education (SBE) meeting, this report is submitted two months after the ABCs report is approved by the SBE.) Information in the report includes an update of the tenth year of ABCs results for schools, report on State Assistance Teams, response to the Excellent Schools Act requirements, AYP results as required by No Child Left Behind (NCLB), schools identified as low performing, and composition and activities of the Assistance Teams.

The ABCs/AYP report for the 2005-06 school year was released electronically through the Internet. The ABCs/AYP Report was made available November 10, 2006, and Supplemental Disaggregated State, School System and School Performance results were made available on December 12, 2006, and are accessible at <http://abcs.ncpublicschools.org/abcs/>.

Resources:

NCDPI Staff time

Input Process:

Department of Public Instruction staff and local school systems

Stakeholders:

State and local government leaders, LEAs

Timeline For Action:

This report is being submitted for Action on First Reading prior to submission to the Joint Legislative Education Oversight Committee by January 15, 2007.

Recommendations:

It is recommended that the SBE approve the report.

 Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
 Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Implementation of the ABCs
SL 1997-18, SEC 15 (a)
G.S. 115C-12(25)

Date Due: January 15, 2007
Report # 5 in 2006 – 2007
DPI Chronological Schedule

STATE BOARD OF EDUCATION

HOWARD N. LEE Chairman :: Raleigh	SHIRLEY E. HARRIS Troy	JOHN TATE III Charlotte
JANE P. NORWOOD Vice Chair :: Charlotte	MELISSA E. BARTLETT Raleigh	PATRICIA N. WILLOUGHBY Raleigh
KATHY A. TAFT Greenville	ROBERT "TOM" SPEED Boone	BEVERLY PERDUE Lieutenant Governor :: New Bern
MICHELLE HOWARD-VITAL Wilmington	WAYNE MCDEVITT Asheville	RICHARD MOORE State Treasurer :: Kittrell
EDGAR D. MURPHY Durham		

NC DEPARTMENT OF PUBLIC INSTRUCTION

June St. Clair Atkinson, Ed.D., State Superintendent

301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

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

Inquiries or complaints regarding discrimination issues should be directed to:

Dr. Elsie C. Leak, Associate Superintendent :: Office of Curriculum and School Reform Services
6307 Mail Service Center :: Raleigh, NC 27699-6307 :: Telephone 919-807-3761 :: Fax 919-807-3767

Visit us on the Web:: www.ncpublicschools.org

Dr. Elsie C. Leak, Associate Superintendent :: Office of Curriculum and School Reform Services
6307 Mail Service Center :: Raleigh, NC 27699-6307 :: Telephone 919-807-3761 :: Fax 919-807-3767

Visit us on the Web :: www.ncpublicschools.org

Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs

Executive Summary

G. S. 115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee annually by October 15 regarding the continued implementation of the ABCs Plan. (Historically, in years when ABCs results are reported later than the August State Board of Education (SBE) meeting, this report is submitted two months after the ABCs report is approved by the SBE.) Information in the report includes an update of the tenth year of ABCs results for schools, report on State Assistance Teams, response to the Excellent Schools Act requirements, AYP results as required by No Child Left Behind (NCLB), schools identified as low performing, and composition and activities of the Assistance Teams.

The ABCs/AYP report for the 2005-06 school year was released electronically through the Internet. The ABCs/AYP Report was made available November 10, 2006, and Supplemental Disaggregated State, School System and School Performance results were made available on December 12, 2006, and are accessible at <http://abcs.ncpublicschools.org/abcs/>.

Table of Contents

I.	Update of the Tenth Year ABCs Results	1
	• Executive Summary of ABCs/AYP Results	2
	• Results of School Building Appeals	9
	• Evolution of the ABCs.....	10
II.	Report on Assistance Teams	16
	• Status of Personnel in Systems Receiving Mandatory Assistance	17
	• Composition and Activities of Assistance Teams	18
	• Major Activities in Low-Performing Schools.....	21
	• Results for Schools Receiving Mandated Assistance	22
	• Schools Receiving Assistance for 2005-06 Mandated Assistance Team Assignments.....	22
	• Performance of Schools Served by Mandated Assistance Teams during 2005-06	23
	• Performance of Schools in Title I School Improvement Served by Assistance Teams during 2005-06.....	24
	• Additional Activities for Schools Receiving Mandated Assistance and LEAAP.....	25
	• LEA Assistance Program.....	26
	• Summary Remarks.....	35
III.	Response to NCLB	36
	• Title I Schools in School Improvement	37
	• Non-Title I Schools.....	48
	• LEAs in LEA Improvement.....	49
IV.	Response to Excellent Schools Act Requirements.....	53
	• Certified Staff Testing Under the Excellent Schools Act	54
V.	ABCs Recognition and Schedule of Recognition Activities.....	55
	• ABCs Recognition	56
	• ABCs Results – Ten – Year Summary Chart.....	57
	• LEA Codes.....	58
VI.	North Carolina Accountability Program Update.....	59
	• North Carolina Accountability Program Update	60
VII.	Appendix A	62

I. Update of Tenth Year of ABCs Results

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina Public Schools**

**Executive Summary
(January 4, 2007)**

Statistical Summary of Results

There are 2,353 public schools in North Carolina that will be included in the full ABCs report for the 2005-06 school year. These will include regular public schools spanning combinations of grades K-12, charter schools, alternative schools, and charter schools evaluated as alternative schools. The statewide results appear in Table 1. Forty schools were not assigned an ABCs status because they were special education schools, vocational/career schools, or hospital schools that participated in the ABCs on the basis of the schools they served, and two schools were in violation of the participation rule.

Table 1. 2005-06 ABCs Results

Category	High Growth	Expected Growth	Less than Expected Growth	Alternative Schools	Row Total	Row Percent
Honor Schools of Excellence	35	29			64	2.7
Schools of Excellence	4	1			5	0.2
Schools of Distinction	90	215			305	12.9
Schools of Progress	111	619			729	31.0
No Recognition Schools			722	14	735	31.2
Priority Schools	15	87	245		347	14.7
Low-Performing Schools			51		51	2.2
Total (Regular Schools)						
No Status Schools			40		40	1.7
Alternative Schools	8	63	18		89	3.8
Total	263	1014	1076		2353	
Percent	11.2	43.1	45.7			
<hr/>						
Percent Meeting at least Expected Growth Standards	54.3					

Overall, 54.3% of the schools met either their expected or high growth standards.

The 2005-06 ABCs program also reported the adequate yearly progress (AYP) of 2,310 of the state's schools during the fourth year's implementation of No Child Left Behind (NCLB). Table 2 shows the number and percent of the state's schools that met and did not meet AYP.

Table 2. 2005-06 Statewide AYP Results

AYP Status	Number	Percent
Schools that Met AYP	1,044	45.2
Schools that Did Not Meet AYP	1,268	54.8
Under Review*		
Total	2,310	100.0

**34 Schools do not have a status assigned. Schools with two or fewer full academic year students; AYP status will be determined by a qualitative review. In addition, there are several schools whose data require further clarification.*

AYP results are presented by ABCs categories in Table 3. Schools must have both an ABCs status and an AYP status to appear in this table. Schools that did not receive an ABCs status (i.e., special education schools, vocational/career schools, hospital schools, and schools with unresolved data issues) are not reflected here.

Table 3. 2005-06 School AYP Results by ABCs Recognition Categories

Category	Met AYP		Did Not Meet AYP		Total #
	#	%	#	%	
Honor Schools of Excellence	64	100.0			64
Schools of Excellence			5	100.0	5
Schools of Distinction	221	72.7	83	27.3	304
Schools of Progress	370	50.9	358	49.2	728
No Recognition	305	41.8	424	58.2	729
Priority Schools	57	16.6	287	83.4	344
Low-Performing Schools	2	3.8	49	96.1	51
Expected Growth	518	52.1	477	47.9	995
High Growth	174	67.7	83	32.3	257

Note: To be included in Table 3, the school must have both an ABCs and AYP status.

Presentation of School Results

Results of the 2005-06 ABCs are presented online at <http://abcs.ncpublicschools.org>. The website offers users the ability to view and/or print PDF and Excel files showing ABCs growth, performance, and AYP results by individual school and school district. The site features map and custom search capabilities.

The Web site report includes menu selections that allow the user to access results for *Alternative Schools*, *Performance of All Schools*, *Schools of Distinction*, *Honor Schools of Excellence*, *Schools of Excellence*, *Schools Making High Growth*, *Schools Making Expected Growth*, *Low-Performing Schools*, *Schools of Progress*, *Priority Schools*, *Charter Schools*, *Schools Meeting AYP*, and *Schools Not Meeting AYP*. There are links to *State and School District AYP Results*, and *Disaggregations*. A link to *Schools with No ABCs Status* shows results for schools that receive ABCs incentive awards based on the schools they serve (special education schools; vocational/career schools; hospital schools), schools not included due to insufficient data, and schools with unresolved data issues. Also included in the main table are those schools that do not participate in the ABCs but have an AYP status.

There are links to *Special Conditions* and *Technical Notes* documents that explain ABCs adjustments and ABCs technical information. *Technical Notes* include a summary of standard conventions used in the analyses, a history of the ABCs, a table of constants and parameters used in the ABCs computations and the End-of-Course prediction formulas.

Background

The State Board of Education (SBE) developed the ABCs of Public Education in response to the School-Based Management and Accountability Program enacted by the General Assembly in June 1996. The program focuses on strong Accountability, teaching the Basics with an emphasis on high educational standards, and maximum local Control.

In 2002-03, the ABCs program was expanded to incorporate the new statutory accountability requirements of No Child Left Behind (NCLB). This federal legislation sets a proficiency goal of 100% for all schools by 2013-14. The SBE adopted AYP as a “closing the achievement gap component” of the ABCs in response to General Statute 115C-105.35.

The ABCs accountability program sets growth and performance standards for each elementary, middle, and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results and other selected components are used to measure a school’s growth and performance. Schools that attain the standards are eligible for incentive awards or other recognition, i.e., Honor Schools of Excellence, Schools of Excellence, Schools of Distinction and Schools of Progress. Priority Schools may request assistance from the Department of Public Instruction. Schools where growth and performance fall below specified levels are designated as low-performing, and may receive mandated assistance based on action by the SBE.

The implementation of new growth formulas for the 2005-06 school year make comparisons to previous years inappropriate. Multiple changes were implemented in this year including:

1. Writing results were included in the performance composite using a confidence interval.
2. US History and Civics and Economics tests were included in the performance composite.
3. For schools with an 8th grade, the factor for computer skills in the performance composite was based not on the number of test takers but the number of eighth grade students on the first day of spring testing.
4. A fundamental change in the way High Growth is computed was implemented. Instead of the standard being a larger amount of growth, the standard was changed to include the ratio of students who meet their individual growth standard compared to those who do not.
5. For the first time, average growth at the school level is reported as is the ratio of met/not met used to determine high growth.
6. As a U.S. Department of Education Pilot, North Carolina was one of only two states allowed to use growth as part of AYP determinations.
7. Growth by AYP group is reported for all students in the web presentation of school detail results.
8. Two new alternate assessments (NCCLAS and NCEXTEND2) were implemented to meet the needs of students with particular issues accessing a standard test administration. NCEXTEND2 was included in AYP and performance composite subject to a 2% cap at the LEA level of students being counted as proficient on this alternate assessment.
9. North Carolina was one of only 10 states that had received approval of its assessment system prior to June 30, 2006 (the USED deadline to receive such approval).

Participating schools

In the 2005-06 first round of ABCs status reporting, every high school that contained grades 9-12 that submitted appropriate data participated in the ABCs. The second round will consist of both 9-12 high schools and all other schools. High school data include EOC test results, change in the percent of students completing courses of study (College University Prep/College Tech Prep), change in the ABCs dropout rate, and change in competency passing rates.

Alternative schools are included in the ABCs per State Board of Education Policy HSP-C-013. Their ABCs status is based on achievement data (EOC, EOG, competency passing rates) and three “local options” specified in their school improvement plans (from a list available based in HSP-C-013) and approved by their local board of education. The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, No Recognition, or Low-Performing. The procedures used in determining AYP for regular schools apply to alternative schools as well.

Special education schools, vocational/career schools, and hospital schools did not receive an ABCs status, but they received prorated ABCs incentive awards, based on the schools they served. They also received an AYP status that was determined by the performance of the schools they served. They made AYP if at least half of the schools they served made AYP.

Analyses

ABCs Growth and Performance

A school's ABCs status is determined by average growth, the change ratio (a measure of the percent of students meeting their individual growth targets) and a performance composite. A school's grade span and/or courses determined the composition of these measures, as described below.

The average growth for a school may include:

- a) Average growth on EOG reading and mathematics for grades 3-8 and any EOC tests (excluding U.S. History and Civics & Economics).
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
 - a. Change in the competency passing rate (from grade 8 to grade 10).
 - b. Change in the ABCs dropout rate (compared to a two-year baseline).

The schools whose average growth is equal to the growth expectation (shown by an average difference of 0.00 or better) are said to have met expected growth.

The change ratio used to determine the attainment of high growth may include:

- a) The growth status of individual students on EOG reading and mathematics for grades 3-8 and any EOC tests (excluding U.S. History and Civics & Economics).
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
- c) Change in the competency passing rate (from grade 8 to grade 10).
- d) Change in the ABCs dropout rate (compared to a two-year baseline).

The factors are arranged such that the number of students meeting their individual growth standards is in the numerator along with the change in competency pass rate and college/university prep and college tech prep courses of study. Students not meeting their individual growth standard are in the denominator and the decrease in dropout rate is subtracted from the denominator. Schools that have an average growth of 0.00 or better (met expected growth) and have a change ratio of 1.50 or better are said to have met high growth.

The performance composite is the school's percentage of test scores in the school at or above Achievement Level III in reading and mathematics (from the EOG and alternate assessments), and EOC tests: Algebra I and II, Biology, Chemistry, Civics & Economics,

English I, Geometry, Physical Science, Physics, and U.S. History. Algebra I scores of students in grade 9 who took Algebra I prior to ninth grade are included in the high school's performance composite. For schools with an 8th grade, the percent of 8th grade students who passed the Computer Skills Test prior to the first day of spring testing is included as well.

AYP Analyses

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). In order for a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities) must have at least a 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the State's percent proficient targets in reading and in mathematics (annual measurable objectives). In addition, the school as a whole must show progress on the other academic indicator, which is either attendance or graduation rate (depending on the grade configuration of the school). For additional information, see *Determining AYP Status* (linked from the blue sidebar at <http://abcs.ncpublicschools.org/>).

Definition of ABCs Awards and Recognition Categories

Schools Making High Growth attained their high growth standard. Certified staff members each receive up to \$1,500 and teacher assistants up to \$500.

Schools Making Expected Growth attained their expected growth standard (but not their high growth standard). Certified staff members each receive up to \$750 and teacher assistants up to \$375.

Honor Schools of Excellence are schools that made at least expected growth, had at least 90% of their students' scores at or above Achievement Level III, and made AYP. These schools receive banners and certificates. They receive incentive awards for expected or high growth.

Schools of Excellence are schools that made at least expected growth and had at least 90% of their students' scores at or above Achievement Level III but did not make AYP. These schools receive banners, certificates, and incentive awards for expected or high growth.

Schools of Distinction are schools that made at least expected growth and had at least 80 percent of their students' scores at or above Achievement Level III (but were not Honor Schools of Excellence or Schools of Excellence). They receive plaques, certificates, and incentive awards for expected or high growth.

Schools of Progress are schools that made at least expected growth and had at least 60% of their students' scores at or above Achievement Level III (but were not Honor Schools of Excellence or Schools of Excellence or Distinction). They receive certificates and incentive awards for expected or high growth.

Schools Receiving No Recognition did not make their expected growth standards but have at least 60% of their students' scores at or above Achievement Level III.

Priority Schools are schools that have less than 60% of their students' scores at or above Achievement Level III, irrespective of making their expected growth standards, and are not Low-Performing Schools.

Low-Performing Schools are those that failed to meet their expected growth standards and have significantly less than 50% of their students' scores at or above Achievement Level III.

Schools that violate the testing requirements are assigned a violation status and cannot receive financial awards or any ABCs status, except low-performing. Low-performing schools that violate testing requirements are assigned the low-performing status in addition to the violation status. The State Board of Education may designate schools that violate testing requirements for two consecutive years as low-performing.

Results of School Building Appeals

The Compliance Commission for Accountability received no appeals of ABCs growth standards for 2005-06.

Evolution of the ABCs

1995

1. General Assembly directed the State Board of Education (SBE) to develop a restructuring plan for public education. The State Board conducted an in-depth study involving public hearings, surveys and interviews; reviewed current mandates and operating procedures; and undertook a major organizational analysis to relate all education operations to the mission. In May 1995, the New ABCs of Public Education outlined the framework for a dramatic restructuring.

1995-96

2. One hundred eight schools in ten school districts piloted The New ABCs of Public Education. The systems were Albemarle, Alleghany, Asheville City, Elizabeth City-Pasquotank, Duplin, Halifax, Lexington, McDowell, Bladen, and Lincoln.

1996

3. General Assembly approved the State Board's plan and put into law the School-Based Management and Accountability Program (the ABCs).

1996-97

4. ABCs implementation began for schools with grades K-8. The model included growth and performance composites and included EOG Reading and Mathematics and Writing at Grade 4. The new Grade 7 writing was used only in the performance composite.
5. DPI communicated ABCs Procedures to principals and teachers.
6. Assistance teams were formed and trained; assistance was offered to schools that asked for it.
7. Steering Committee for Assessment and Accountability was established by the SBE to develop the High School Model.
8. Compliance Commission for Accountability was established by the SBE to advise on testing and other issues related to school accountability and improvement. The commission was to be composed of two members from each of eight educational districts and four at-large members to represent parents, business, and the community.
9. The first ABCs Report submitted to the State Board of Education in August.
10. All schools achieving exemplary growth standards received incentive awards (\$1,000 for certified staff; \$500 for teacher assistants).

1997-98

11. Designated Low-Performing schools received assistance teams.
12. The next phase of statewide reform was implemented with the high school accountability model. It was considered a “work in progress” with re-examination, changes and adjustments to come.
13. The model included results on five mandated EOCs, a high school writing test (English II – time was extended to allow students 100 minutes); percentages completing College Prep/College Tech Prep (based on a year-to-year change); SAT scores and participation rates were reported.
14. The Comprehensive Test in Reading and Mathematics was administered to determine cohort growth from grade 8 to grade 10. This was to satisfy the Senate Bill 1139 legislation that called for measuring student growth (for high schools). Initially, results were to “count” for the accountability year, but it was decided to delay inclusion of these data in the growth composite for high schools until the following year.
15. Growth for K-8 schools was computed using both the “old” *unmatched* grade 3 parameters, and the “new” (1996-97) *matched* group grade 3 parameters. The higher of the two growth computations was used in the final computations for growth.
16. 7th Grade Writing was included in computing growth since this was the third year of data collection; it had previously been used only in the performance composite.
17. Algebra I scores from grades prior to the ninth grade were included in the computations for performance composites for high schools.
18. A confidence band for the performance composite was computed for identifying low-performing schools; this allowed schools a safety margin for sampling error. Schools could be slightly below 50% at or above grade level and not be penalized.
19. ABCs status label *No Recognition* was changed to *Adequate Performance*.
20. Charter Schools were included in the ABCs reporting for the first time.
21. A Comprehensive model was defined for schools that had grades included in both the K-8 and high school configurations. The school faculty voted on whether the Comprehensive model would be used to evaluate the school for the accountability year, and the vote was to be reflected in the School Improvement Plan.
22. Alternative schools were asked to submit proposals of better ways to be evaluated in subsequent accountability years.
23. Reporting guidelines were developed to accommodate feeder patterns for special education schools, alternative schools and K-2 feeder schools; high schools with major demographic shifts were accommodated under special conditions; reporting accommodations were implemented for schools with insufficient data, and guidelines were developed to handle senior high schools under the ABCs.
24. It was decided that during this accountability year, no alternative schools or special schools were to be identified as Low-Performing.
25. EOC test scores, e.g., Algebra I scores, of students in middle grades were used in the high school portion of the performance composite score but not the gain composite score.

1997-98 (continued)

26. K-8 and high school results under the ABCs were reported in A Report Card for the ABCs of Public Education, Volume I.
27. All schools making Expected or Exemplary Growth/Gain were awarded incentives per the Excellent Schools Act, enacted by the General Assembly (Up to \$1500 for certified staff, up to \$500 for teacher assistants in schools making Exemplary Growth/Gain; schools making Expected growth/gain received up to \$750 for certified staff; up to \$375 for teacher assistants).
28. A Report Card for the ABCs of Public Education was made available on the DPI web site.

1998-99

29. The SBE increased the membership of the Compliance Commission for Accountability from the original 20 members to 22 members to include an SBE member and an additional At-Large business member.
30. The Comprehensive model was applied to all schools.
31. Five additional EOC tests were added to the performance composite score.
32. The High School Comprehensive Test growth parameters were approved; the growth component was included in the high school growth/gain computations.
33. The change in the competency passing rate component was implemented in the high school growth/gain computations.
34. Changes in dropout rates were approved for implementation in the 2000-01 school year for growth calculations.
35. EOC scores in middle schools counted toward the schools' growth/gain and performance.
36. Data collection guidelines and procedures were documented in an Accountability Processing Checklist to incorporate roles of LEA, regional coordinators, and the agency staff.
37. Insufficient data rule was documented for high schools (less than 30 students in a given course for a given year of the three years of data).
38. Dual enrollment policies were documented and disseminated.
39. Membership rule for Comprehensive Tests was approved (160 days).
40. Revised grade 3 parameters were applied to the grade 3 growth computations.
41. A Report Card for the ABCs of Public Education, Volume 2 included ABCs dropout data.
42. Alternative schools with sufficient data were included in the ABCs on the basis of their data; schools with insufficient data were awarded prorated incentives based on the feeder schools.
43. The labels *Top 10/25 Schools* and *Adequate Performance* were changed to *Most Improved 10/25* and *No Recognition*, respectively.

1999-00

44. A rule for dropping courses in high school (10/20 Day Rule) was implemented.
45. Alternative Schools were included in the ABCs under HSP-C-013. Web interface was developed for data collection for alternative schools to enter local option data online.
46. Department of Health, Human Services (DHHS) and Office of Juvenile Justice (OJJ) Schools were included in the ABCs.

1999-00 (continued)

47. Schools were given test administration options for fall English II Tests due to catastrophic weather.
48. The SBE appointed a Writing Assessment Task Force.
49. Full ABCs documentation was made available on the Accountability web site.

2000-01

50. EOC prediction formulas for 10 multiple-choice EOCs were implemented; this fully addressed concerns related to comparing different cohorts over time at the high school level.
51. Dropout rate change was implemented as a component to the growth computations in high schools.
52. Computer Skills testing results at grade 8 were added to the performance composite.
53. EOC prediction formulas' exemplary growth standard was set at 3% more than the expected growth standard.
54. Weighting the ABCs growth composites was adopted by the SBE in part to eliminate concern over small groups of students having the same impact as large groups of students in the determination of whether the school met growth standards.
55. The North Carolina Alternate Assessment Portfolio (NCAAP) was added to the performance composite.
56. Writing at grades 4 and 7 was removed from the growth composites, but remained a part of the performance composite.
57. The North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the Computerized Adaptive Testing System were approved by SBE to be pilot tested and included in ABCs Volume II Report.

2001-02

58. The State Board of Education approved revisions to ABCs terminology for the 2001-02 school year.
59. The term *high* growth replaced *exemplary* growth, and the term *growth* replaced *growth/gain* in all designations of meeting or exceeding growth or gain standards.
60. Schools of Distinction were required to make expected growth.
61. Three tests were eliminated for the 2001-2002 school year: Iowa Tests of Basic Skills, Open-ended Assessments in grades 4 and 8, and the High School Comprehensive Tests in Reading and Mathematics at grade 10. (Only the latter had been included in the ABCs.)
62. English II was suspended and will not be included in the ABCs until new tests for grade 10 Writing are developed. Writing results at grades 4 and 7 were removed from the ABCs performance composite.
63. Format for reporting data in ABCs Volume II was revised, and the name was changed to *Reports of Supplemental Disaggregated State, District and School Performance Data for 2000-2001*.
64. SBE approved the revised achievement levels in mathematics determined from the summer of 2001 equating study for student reporting, student accountability standards gateways, student competency standard, and ABCs reporting (performance composites).
65. Two ABCs reporting categories were added: Schools of Progress (schools that make at least expected growth and have a performance composite of at least 60%) and Priority Schools (schools that have less than 60% performance composite and are not low-performing.)

2002-03

66. ABCs 91-Day Rule for Growth Calculations changed to 140-Day Rule to align with No Child Left Behind (NCLB) full academic year (FAY) requirement.
67. The ABCs 98% participation rule for grades 3-8 under the ABCs was changed to 95% to conform to the NCLB 95% participation rule.
68. No exclusions were allowed.
69. Added Adequate Yearly Progress (AYP) as a “closing the gap component” of the ABCs to meet requirements of General Statute 115C-105.35.
70. North Carolina Alternate Assessment Portfolio (NCAAP) scoring revised to yield Reading and Mathematics scores.
71. The ABCs Report, The ABCs of Public Education 2002-2003 Growth and Performance of North Carolina Schools was made available in electronic format on DPI website. No hardcopy reports were published.

2003-04

72. No U.S. History tests were administered in 2003-04. Economic, Legal and Political Systems (ELP) tests was administered for transfer students, students who previously failed the course and students in 10th-12th grade who needed the course for graduation. U.S. History and ELP data will be excluded from the ABCs data analysis for 2003-04 and 2004-05 school years. New EOC tests in these subjects are under development for administration during the 2005-06 school year.
73. Alternative schools’ accountability policy was revised to prescribe 8 local options; these revisions were optional for the 2003-04 school year, and mandatory in 2004-05.
74. Certain charter schools became eligible to participate in the ABCs as alternative schools per SBE policy.
75. The Occupational Course of Study (OCS) graduates were subtracted from the denominator of diploma recipients in computing the College University Prep/College Tech Prep component.
76. Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2004-05.
77. SBE approved a change in weighting the dropout component of the ABCs to $\frac{1}{4}$ membership, making it comparable to English I weight; this will be applied to the changes in dropout rates reported in the 2004-05 ABCs.
78. The SBE approved adding a recognition category for Schools of Excellence that meet AYP. The new category was named Honor Schools of Excellence.

2004-05

79. Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2005-06.
80. Implementation of weighting the dropout component of the ABCs to $\frac{1}{4}$ of the membership used for funding was included in growth calculations.
81. SBE approves new growth formulas and standards for the 2005-06 school year and beyond. Included is the calculation of student level growth and a variety of procedural changes precipitated by a provision in general statute from the summer of 2004.

2004-05 (continued)

82. SBE approves Report of 2004-05 ABCs with sixth grade reading excluded from the growth calculations.

2005-06

83. New editions of the math EOG were implemented along with new standards.
84. AYP for 3-8 math used implied performance from 2004-05 (using the 2005-06 math standards) as a basis for safe harbor.
85. AYP for 3-8 math used implied performance from 2004-05 (using the 2005-06 math standards) as a basis for new AYP targets.
86. New growth formulas were implemented in all grades and subjects.
87. The following grades and subjects were not used for growth due to new tests and editions: 3rd grade math, US History, and Civics & Economics.
88. Performance composite in this year includes US History, Civics & Economics, and Writing (none of which were included in the 2004-05 school year).
89. Fundamental changes in data collection moved the source of the demographic information used in AYP from answer sheets to authoritative sources.
90. Two new alternate assessments replaced the NCAAAI; they are NCCLAS and NCEXTEND2.

II. Report on Assistance Teams

Status of Personnel in Systems Receiving Mandatory Assistance 2005 - 06

Status of Superintendents of School Systems Having More than Half of Their School Identified as Low Performing

The ABCs legislation in G.S. 115 C-105.32 permits the State Board to appoint an interim superintendent in a local school administrative unit when more than half of the schools have been identified as low performing schools. Low-performing schools are those that have not met the minimum growth standards defined by the State Board and a majority of students are performing below grade level. For 2005-06, no schools systems had more than half of their schools identified as low-performing.

G. S. 155C-333. Evaluation of Certified Employees including Certain Superintendents; Action Plans; State Board Notification Upon Dismissal of Employees.

Local Board Evaluation of Certain Superintendents: Each year the local board of education shall evaluate the superintendent employed by the local school administrative unit and report to the State Board the results of that evaluation if during that year the State Board designated as low-performing:

- (1) **One or more** schools in a local school administrative unit that has no more than *10 schools*.
- (2) **Two or more** schools in a local school administrative unit that has no more than *20 schools*
- (3) **Three or more** schools in a local school administrative unit that has more than *20 schools*.

For 2005-06, there were no LEAs that met this criteria.

Status of Principals of Schools Receiving Mandatory Assistance

The General Assembly revised the ABCs legislation to require local boards and superintendents to take the first actions regarding principals located in low-performing schools. The revision provides four options for superintendents to consider in dealing with principals who are in low-performing schools:

1. Retain in the same position, if principal was in the school two years or less before it was identified as low performing;
2. Retain with a remediation plan;
3. Transfer; or
4. Demote or dismiss according to G.S. 115C-325.

Composition and Activities of Assistance Teams

Background

For the ninth year (2005-2006) of the assistance teams, members were selected to replace team turnover. There were a total of 52 team members. While many highly qualified candidates were selected and joined the teams, there is still a severe lack of high school and exceptional children team members.

Composition

Assistance teams were composed of practicing principals, assistant principals, classroom teachers and central office supervisors on leave from local education agencies (LEAs) and retired educators.

ABCs Assistance Team Training

Topics and Subtopics: The team members work with local, state, national and international educational trainers and leaders.

1. The ABCs Plan
 - Context Setting and Training Goals
 - Local Participation, Local Flexibility, and School-Based Accountability
 - Improving Low Performing Schools
 - Issues, Questions and Concerns
2. Building a High-Performance Team
 - What Comprises a Team
 - High performance Teams
 - Roles/Responsibilities of Assistance Teams
 - Working as a Team
 - Team Mission and Code of Conduct
 - Issues, Questions and Concerns
3. Effective Schools
 - How the Correlates Inform and Assist the Team's Work
 - Excellence Without Excuses
 - Using Effective School Correlates as a Way to Structure Intervention
 - Case Studies of Effective Schools in High Poverty Areas
 - Issues, Questions, and Concerns
4. School Improvement Plans
 - Components of Plans
 - Development of Plans (process)
 - Developing Plans for Elementary and Middle Schools
 - Implementing School Improvement Plans

5. Effective Curriculum and Instruction Programming
 - The Non-Negotiable: The Standard Course of Study
 - Aligning the Curriculum in Reading
 - Aligning the Curriculum in Writing
 - Reading/Writing Across the Curriculum
 - Teaching Mathematics in Elementary, Middle and High Schools
 - Teaching Reading and Writing in Elementary and Middle Schools
 - Teaching English in High School
 - Coaching, Mentoring and Conferencing
 - Service Models
 - Managing Classrooms
 - Recognizing and Respecting Cultural Differences
6. Team-School Relations and Home-School Relations
 - Teams Entering Schools
 - Teams Working with Schools: Case Study
 - Strategies for Involving Parents/Families
 - Facilitating Positive Home-School Relations
7. Personnel Evaluations
 - Purpose and Use of the Principals Revised Evaluation Program
 - Purpose and Use of the Teacher Performance Appraisal Instrument (TPAI)
 - TPAI Use (24 hours of training)
 - Evaluating Support Personnel
 - Evaluating the Media Center Collection
8. Needs Assessment
 - Overview of Needs Assessment
 - Conducting a Needs Assessment
 - Interpreting, Using and Reporting Data
9. Student Supports and Staff Development
 - Student Support Activities
 - Student Support Programming
 - School Improvement Plans and Staff Development: Matching Needs
 - Planning and Implementation
10. Building Teams
 - Team Relationships
 - Team Relationships with Schools
 - Team Work: Case Studies
 - Team Presentations
11. Communicating with the School Community
 - Reporting Results to the Local Board and Communities
 - Group Case Study Presentation

Additional Topics Addressed in Training During July: Presenters were members of the DPI staff and staff from other organizations.

- Student Accountability Standards
- ABCs Law
- Critical Issues for Team Members
- Conducting Entry Conferences
- Conducting a Needs Assessment
- Mediation and Facilitation Training
- Instructional Profile
- Science Update K-12
- ESL Issues
- CRISS Training
- True Colors
- Team Leader Responsibilities
- English Language Arts Update K-12
- TPAI-Revised
- Language Acquisition/ESL Strategies
- Team Responsibility
- High Expectations
- Review of Skill Packets
- Workshop Facilitation
- K- 2 Assessment
- Testing Update/Issues
- Teams in Action
- Exceptional Children's Issues
- Principal Performance Appraisal
- PPA System Revised
- Evaluation of Team Members
- Affirming Diversity
- Mentoring
- Blending Educational Strategies and Educational Technology

Profile of Team Members

- Average of 27 years of educational experience
- 77% Advanced Degrees
- 15% Work in advanced degree underway
- 10% White Males
- 2% African-American Males
- 50% White Females
- 38% African-American Females

Retention: After the 2005-06 school year, 17 team members returned to their home school systems, accepted other positions, retired or were not invited to return to the teams. Team members who returned to LEAs were usually placed in leadership roles where they have a positive impact on student achievement and teacher performance. Three (3) mandated assistance team members (17 members) served Northeast Halifax High School, Southeast Halifax High School and T. Wingate Andrews in High School. The Middle College High School at NC A&T State University was served by staff from the New Schools Project. Remaining team members served seven (7) schools that missed the highest percentages of adequate yearly progress (AYP) targets. These schools were Forest Park Elementary (Winston-Salem/Forsyth County), Pines Elementary (Washington County), Riverview Elementary (Hertford County), Hill Middle (Winston-Salem/Forsyth County), Phillips Middle (Edgecombe County), Weldon Middle (Weldon City), and Dillard Middle (Wayne County).

Major Activities in Low-Performing Schools

Low Performing Schools: As a minimum, assistance teams

- conducted an entry conferences with superintendents and principal or interim school leader at assigned school.
- conducted a needs assessment to identify school strengths and areas needing improvement.
- evaluated certified personnel, including principals.
- developed recommendations for improvement based on results of needs assessment.
- revised the to School Improvement Plan, as needed.
- developed and implement strategies, time lines and persons responsible for implementation of improvement strategies.
- assisted the school in implementing the revised school improvement plan.
- monitored and assessed progress frequently.
- prepared a formal needs assessment report, submitted monthly progress reports and developed an annual report summarizing accomplishments and continuing needs.
- developed a strategic plan to leave with the school district to ensure progress continues during the 2005-06 school year.

Results for Schools Receiving Mandated Assistance

School Year	Exemplary Growth	Expected Growth	No Recognition	Low-Performing	Priority School	Total Schools Served
1997-98	13	1	1	0		15
1998-99	7	2	0	2		11
1999-00	5	0	0	2		7
2000-01	5	4	3	2		14
2001-02	High Growth - 2	7		4		13
2001-02	1	4	0	0		5
2002-03	High Growth - 10	6	0	0		16
2003-04	High Growth - 3				1	4
2004-05		1				1
2005-06				4		4

A total of 86 schools have been served in mandated assistance between 1997-2005. 70 (83%) made high or expected growth the year they had a team.

Schools Receiving Assistance for 2005-2006 Mandated Assistance Team Assignments

LEA	School	Team Leader	Team Reviewers
Halifax County	Northwest Halifax High	Brock Ridge	Michele Halley Gertrude McNeil Nancy Mann Brenda Parsons Allen Conway
Halifax County	Southeast Halifax High	Sheneel Branch	Carolyn Cooper Jeraldene Brooks Hallie Wilson Grayling Williams Jonsie Worrell
Guilford County	T. Wingate Andrews High	Ann Osburn	Martha McLeod Betty Jo Slozak Ana Cuomo Vicki Russell
Guilford County	Middle College High School at A&T State University	New Schools Project	New Schools Project

Performance of Schools Served by Mandated Assistance Teams during 2005-06

School	LEA	Education Region	Performance Composite	ABCs Status for 05-06	Targets Met/Percentage of Targets Met for 04-05		Targets Met/Percentage of Targets Met for 05-06	
Middle College High School at A&T State University	Guilford	5	17.6%	Low Performing	1 of 3	33%	1 of 2	50%
T. Wingate Andrews High School	Guilford	5	42.1%	Low Performing	8 of 17	47.1%	10 of 20	50%
Northwest Halifax High	Halifax	3	35.2%	Low Performing	4 of 13	30.8%	4 of 13	30.8
Southeast Halifax	Halifax	3	34.9%	Low Performing	9 of 13	69.2%	10 of 13	76.9%

Performance of Schools in Title I School Improvement Served by Assistance Teams during 2005-06

School	LEA	Education Region	Performance Composite	ABCs Status for 05-06	Targets Met/ Percentage of Targets Met for 04-05		Targets Met/Percentage of Targets Met for 05-06	
Forest Park Elementary	Winston-Salem/Forsyth	5	45.9%	Low Performing	10 of 19	52.6%	15 of 21	71.4%
Pines Elementary	Washington	1	54.2%	Priority	14 of 21	66.7%	18 of 21	82.7%
Riverview Elementary	Hertford	1	56.9%	Expected Growth	10 of 17	58.8%	13 of 17	76.5%
Dillard Middle	Wayne	2	44.6%	Low Performing	7 of 13	53.8%	9 of 13	69.2%
Hill Middle	Winston-Salem/Forsyth	5	46.2%	Low Performing	13 of 25	52%	17 of 25	68%
Phillips Middle	Edgecombe	3	72.3%	Priority	12 of 19	63.2%	10 of 13	76.9%
Weldon Middle	Weldon	3	64.6%	No Recognition	9 of 17	52.9%	10 of 13	76.9%

Success is due to the commitment and skills team members bring to the teams and the attitudes and cooperation of the school faculties and support from the central offices. Teams also receive strong support to carry out their work from the Department of Public Instruction and Division of School Improvement.

Assistance teams have been able to build strong rapport with teachers/administrators to accomplish the task of improving student achievement. Expertise, caring and humanism foster the strong rapport. Teams demonstrate that there are no excuses for underachievement and that all students can learn when taught appropriately.

Additional Activities for Schools Receiving Mandated Assistance and LEAAP

1. At four different times throughout the year, regional meetings were held with team members and with collaborative groups to debrief, problem-solve, share experiences and provide information.
2. Three full-day sharing sessions were conducted for all team members by the Curriculum and School Reform staff to share ideas and continue the professional development of team members.
3. Needs Assessment Reports, Monthly Reports and the Annual Report (including Strategic Plan) were submitted to Directors of Elementary, Middle and Secondary Education. If any problem areas are noticed, the director followed up immediately with the team leader.
4. Team liaisons and section chiefs visited with team as often as necessary. Most visits are unannounced. Team leaders stayed in contact with Agency personnel through phone conversations, faxed messages and e-mail almost daily.
5. The director of the Divisions of Elementary, Middle and Secondary Education held team leaders' meetings on a bimonthly basis.
6. The directors made periodic (unannounced) visits throughout the year.

LEA Assistance

The LEA Assistance Program (LEAAP) for 2004-05 focused on the LEAs receiving additional funding. They began the first year of a two-year pilot.

LEAs designated to receive Disadvantaged Student Supplemental Funding (DSSF)

- Sixteen (16) designated LEAs
- Received funding for a partial year
- Assisted by contracted part-time LEAAP team members for part of the school year

Progress Report on the Implementation of the LEA Assistance Program (LEAAP)

2004-05

Leandro Districts						
	ABCs Composite		AYP			
System	2003-04	2004-05	Total # Targets	Targets Met	% Targets Met	Made AYP
Edgecombe County Schools	69.07%	70.73%	49	34	69.4	No
Franklin County Schools	73.46%	71.63%	49	41	83.7	No
Halifax County Schools	60.89%	53.57%	41	24	58.5	No
Hertford County Schools	51.03%	56.83%	35	21	60	No
Hoke County Schools	63.36%	61.85%	61	39	63.9	No
Hyde County Schools	77.30%	77.15%	25	23	92	No
Lexington City Schools	66.86%	65.59%	49	42	85.7	No
Montgomery County Schools	70.13%	67.11%	53	39	73.6	No
Northampton County Schools	61.42%	59.81%	36	26	72.2	No
Pasquotank County Schools	68.79%	67.28%	47	32	68.1	No
Robeson County Schools	68.59%	68.76%	65	35	53.8	No
Thomasville City Schools	70.83%	66.96%	47	34	72.3	No
Vance County Schools	63.58%	65.20%	49	34	69.4	No
Warren County Schools	65.09%	61.56%	39	28	71.8	No
Washington County Schools	57.71%	55.54%	33	23	69.7	No
Weldon City Schools	53.00%	54.97%	25	16	64	No
Report created on September 15, 2005 5:00 PM						

Assistance Plan for LEAs Identified to Receive Additional Funding

Introduction

Each of the identified LEAs will complete and submit to the State Board of Education an Action Plan and an accompanying Budget Plan no later than September 15, 2004. These documents should reflect the strategies to be implemented and how the additional funds received will support the designated strategies. Plans should be reviewed by the local board of education prior to submission to the State Board. Upon approval at the State Board meeting in October 2004, funds will be released to the LEAs. The three areas of focus that LEAs should address in their plans are

- recruiting and retaining teachers (using the Teacher Working Conditions survey as a tool),
- class size reduction, and
- PEP development and implementation.

Menu of Recommended Strategies

Recruiting and Retaining Teachers

- Signing bonuses
- Performance-based bonuses
- Targeted salary supplements/retention bonuses (for example: additional pay to teachers with National Board Certification)

Personnel

- Class size reduction
- Support for lateral entry teachers
- Support for special instructional programs (i.e., Project Achieve, EVAAS, Learning Bridges, Positive Behavior Support, Schools Attuned, etc.)
- Classroom support for Limited English Proficient (LEP) students

Professional Development Activities

- Best Practices training
- Refining PEPs

Extending instructional time

- Tutorial services
- Transportation and other related costs for after-school programs and/or Saturday academies

Instructional materials, supplies, and equipment

General Overview of the Assistance Process

State

- Conduct an orientation session for the selected LEAs
- Assign a LEAAP Team to work with the LEA
 - Provide support and guidance
 - Assist with the development and review of action and budget plans
 - Spend time onsite to assist with monitoring the implementation of the action plan
 - Provide coaches and mentoring as needed
 - Broker services when necessary

LEA

- Attend the orientation session (superintendent and the instructional leader)
- Superintendent assigns a local team (superintendent, instructional leader, finance officer, personnel director, etc.) to work along with the LEAAP team to
 - thoroughly examine the LEA's data,
 - develop the action and budget plans for the system,
 - submit plan to the State Board,
 - monitor the implementation of the action plan, and
 - submit quarterly reports to the State Board on the implementation process

Disadvantaged Students Supplemental Funding (DSSF) Menu of Required Strategies for 2005-06

Directions: Each of the identified LEAs will complete and submit to the State Board of Education an Action Plan and an accompanying Budget Plan no later than **July 5, 2005**. These documents should reflect the strategies being implemented and how the DSSF received will be used to support the identified strategies. All selected strategies should focus on improving the performance of students scoring at Levels I and/or II in the schools that need extra support because of high teacher turnover, large numbers of students who haven't reached proficiency, a record of less than adequate performance, rapid turnover in principals, etc. Local boards of education should approve the plans prior to submission to the State Board. Plan should be read and approved at the August 2005 State Board Meeting.

I. The LEA Plans should address the following areas:

- Recruiting and retaining teachers (using the Teacher Working Conditions (TWC) Survey as a tool)
- Focused class size reduction
- Personalized Education Plan (PEP) development and implementation

II. Menu of required strategies from which LEAS may select:

A. Data-Driven Decision Making

- Needs Assessment based on LEA data sources
- Educational Value Added Assessment System (EVAAS)

B. Recruiting and Retaining Teachers (*If **low wealth** is fully funded, LEAs may use **low wealth** funding to support this item; otherwise, 35% or less of the total DSS funding may be used*). *Generic across the board bonuses will not be acceptable.*

- Teacher Supplements
- Signing bonuses
- Performance-based bonuses for special groups of teachers (i.e., teachers of 3rd graders move the greatest percentage of their students one of more achievement levels)
- Implementing a job fair for recruiting purposes
- Administering the Teacher Working Conditions Survey and using the feedback results

C. Personnel

- Class size reduction for a specific or grade-level subject
- Support for beginning or lateral entry teachers
- Support for special instructional programs (i.e., Project Achieve, Learning Bridges, Positive Behavior Support, Schools Attuned, *IMPACT*, etc.)

D. Professional Development Activities

- Research-Based and Best Practices (in-school and after-school programming)
- The Culture of Poverty
- Cultural Competence
- Developing and Refining Personalized Education Plans (PEPs)
- Test-Item Writing Skills
- EVAAS training

E. Implementing Personalized Education Plans (PEPs)

- Implement the PEPs prepared for incoming 9th graders
- Implement PEPs for 10th graders scoring at Level I and/or II

F. Extending Instructional Time

- Tutorial Programs
- Transportation and other related costs for after-school programs, Saturday Academies and/or summer programs

G. Instructional Materials, Supplies and Equipment (resources that are aligned to the delivery and assessment of the instructional program)

School System	2005-06 ABCs Results				2005-06 AYP Results			
	Number of Schools	% Met Expected Growth	% Met High Growth	% Priority and Low Performing	Number of AYP Targets	Number Met	% Targets Met	Made AYP
Edgecombe	16	43.8	14.3	43.8	54	44	81.5	No
Franklin	14	64.3	21.4	35.7	54	45	83.3	No
Halifax	15	20.0	0.0	60.0	42	20	47.6	No
Hertford	5	40.0	0.0	80.0	42	29	69	No
Hoke	11	45.5	0.0	63.6	62	44	71	No
Hyde	4	75.0	25.0	25.0	26	24	92.3	No
Lexington City	7	42.9	0.0	42.9	50	39	78	No
Montgomery	10	60.0	10.0	20.0	54	50	92.6	No
Northampton	10	60.0	0.0	60.0	34	30	88.2	No
Pasquotank	12	33.3	16.7	25.0	50	37	74	No
Robeson	42	40.5	11.9	54.8	68	39	57.4	No
Thomasville City	4	25.0	25.0	75.0	50	44	88	No
Vance	15	40.0	6.7	33.3	50	38	76	No
Warren	6	16.7	0.0	50.0	48	34	70.8	No
Washington	5	60.0	40.0	80.0	34	34	100	Yes
Weldon City	3	66.7	0.0	100.0	30	26	86.7	No

Leandro Districts – 2005-06

Operational Differences

- Review Team
- LEAAP Monthly Reports - Teams
- Monthly Report to State Board
- Quarterly Meetings w/LEA Participation

Review Team – Description

- Provide support and oversight
- Assess progress on Action Plan implementation
- Receive and review budget amendments
- Make onsite visits to LEAs
- Attend Local/LEAAP monthly meetings
- Ensure that efforts target students scoring at Levels I and II
- Ensure that the poorest performing schools at each level are receiving support and guidance from the central office staff
- Make suggestions and recommendations
- Hear your concerns
- Conference with LEAAP Teams
- Provide feedback to include in the monthly reports to State Board
- Coordinate work with the high schools

Team Description

- Three (3) Members
- Make visits together or separately
- May visit some LEAs more than others

IMPORTANT DIRECTIONS for 2005-06

- LEADERSHIP
- LEA effort on behalf of all schools
- Setting the right targets (measurable objectives)
 - ✓ Subgroups with poorest performance
 - ✓ Targeted areas – reading and/or mathematics
 - ✓ Schools needing the most support and guidance
 - ✓ Strategies and research-based practices
- Aligning resources to support the targets

- ✓ Funding (local, state & federal)
 - ✓ Human
 - ✓ Time
 - ✓ Professional development
 - ✓ Other
- Nurturing the team effort in the district
 - Quality Implementation/Staying Focused
 - Monitoring/Adjusting Course

Reminders

- Congratulations to those who grew over last year
- Turning in requested information
(Measurable objectives for State Board)
- Remaining Focused on the objectives

**LEAAP ACTION PLAN
2006-07**

LEA _____ SUPERINTENDENT _____ DATE _____

LOCAL TEAM LEADER _____ CONTACT NUMBER _____

MEASURABLE OBJECTIVES (S)	STRATEGIES	PERSON(S) RESPONSIBLE	RECIPIENTS OR PARTICIPANTS	TIME LINE	DESIRED OUTCOMES	EVALUATION MEASURES

(DUPLICATE AS OFTEN AS NECESSARY)

Summary Remarks

The LEAAP teams were received with mixed reactions during 2005-06. Some LEAs worked collaboratively with the teams and others showed more reluctance. Team members were focused and task oriented. In their quarterly meetings, they shared experiences and concerns. They received ongoing support and guidance from Office of Curriculum and School Reform. The teams entered their assigned schools in either October or January depending on when the funds were available and when approval of their action and budget plans was given by the State Board of Education. Therefore, service time last year was for less than an entire school year.

III. Response to NCLB

Title I Schools in School Improvement

A Title I school is a school that receives Title I money, the largest single federal funding source for education. About half of North Carolina's traditional and charter public schools are Title I schools. All 115 of the state's school districts receive Title I funding. Title I began with the passage of the Elementary and Secondary Education Act of 1965. It is intended to help ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I funds help students who are behind academically or at risk of falling behind. Services can include: hiring teachers to reduce class size, tutoring, computer labs, parental involvement activities, professional development, purchase of materials and supplies, pre-kindergarten programs, and hiring teacher assistants or others. Many of the major requirements in NCLB are outlined in Title I - Adequate Yearly Progress (AYP), teacher and paraprofessional (teacher assistant) requirements, accountability, sanctions for schools designated for improvement, standards and assessments, annual state report cards, professional development and parent involvement.

Title I School Improvement Timetable

SCHOOL'S STATUS	SANCTIONS/IMPROVEMENT STRATEGIES
After Year 1 of not making AYP	None
After Year 2 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance
After Year 3 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services
After Year 4 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action
After Year 5 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action Plan for Restructuring
After Year 6 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action Implement Restructuring Plan

2006-07 Title I School Improvement List

Updated December 6, 2006

LEA	Grade	2003-04	2004-05	2005-06	2006-07					
Code	School Name	Span	Reading	Math	Reading	Math	Reading	Math	Reading	Math
10326	Eastlawn Elementary	Gr. PK-05	0	0	1	0	1	0	2	0
10351	Grove Park Elementary	Gr. PK-05	0	0	0	0	0	0	0	1
10357	Haw River Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0
016A	Cape Lookout Marine Science	Gr. 09-12	0	0	1	0	1	0	0	0
30320	Sparta Elementary	Gr. PK-08	0	0	0	0	0	0	1	1
40311	Wadesboro Primary	Gr. 0K-03	0	0	0	1	1	1	2	2
40316	Lilesville Elementary	Gr. 0K-06	0	0	0	1	1	1	1*	2
40324	Morven Elementary	Gr. PK-06	0	0	0	0	1	0	2	0
40330	Wadesboro Elementary	Gr. 03-06	0	0	1	1	2	2	3	3
50330	Mountain View Elementary	Gr. PK-06	0	0	0	0	1	0	2	0
60318	Avery Middle	Gr. 06-08	0	0	0	0	0	0	0	1
06A000	Grandfather Academy	Gr. 01-11	0	1	0	1	0	2	0	3
70329	Northeast Elementary	Gr. PK-08	0	0	0	1	0	1	0	2
80310	Southwestern Middle	Gr. 06-08	0	0	1	1	2	2	3	3
80356	West Bertie Elementary	Gr. PK-05	0	0	1	0	2	0	3	0
80362	Windsor Elementary	Gr. PK-05	0	0	0	0	0	0	1	0
90304	B T Washington Primary	Gr. PK-05	0	0	0	0	0	0	0	1
90332	Elizabethtown Middle	Gr. 05-08	0	0	0	1	0	2	0	3
90333	Elizabethtown Primary	Gr. PK-04	0	0	0	0	0	0	1	0
90354	School of Extended Hope	Gr. 06-12	0	0	0	1	0	2	0	3
90365	Tar Heel Middle	Gr. 06-08	0	0	0	0	0	0	0	1
100302	Belville Elementary	Gr. PK-05	0	0	1	1	2	2	2*	2*
100310	Jessie Mae Monroe Elementary	Gr. PK-05	0	0	1	1	1	1	2	2
100320	Lincoln Elementary	Gr. PK-05	0	0	1	0	2	0	2*	0
111306	Isaac Dickson Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0
120340	Hillcrest Elementary	Gr. PK-05	0	0	1	0	2	0	2*	0
120364	Oak Hill Elementary	Gr. PK-05	0	0	0	0	0	0	1	0
130340	Wincoff Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0
130342	W M Irvin Elementary	Gr. PK-05	0	0	0	0	0	0	1	1
132328	Jackson Park Elementary	Gr. 0K-04	0	0	0	0	0	0	0	1
140332	Gamewell Middle	Gr. 06-08	0	0	1	1	2	2	3	3

140352	Hudson Elementary	Gr. 0K-05	0	0	1	1	1	1	0	0	EXITED READING & MATH
140356	Hudson Middle	Gr. 06-08	0	0	0	1	1	1	1*	0	EXITED MATH
170338	N L Dillard Middle	Gr. 06-08	0	0	1	0	1	0	2	1	
180360	Oxford Elementary	Gr. 0K-06	0	0	0	0	1	0	1	0	
180372	Saint Stephens Elementary	Gr. 0K-06	0	0	1	0	1	0	0	0	EXITED READING
181312	Northview Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
181316	Grandview Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
181342	Southwest Elementary	Gr. PK-05	0	0	1	0	1	0	0	0	EXITED READING
190312	Chatham Middle	Gr. 05-08	0	0	1	1	1	1	2	2	
210304	Chowan Middle	Gr. 06-08	0	0	1	0	2	0	3	0	
210306	D F Walker Elementary	Gr. 03-05	0	0	1	0	1	0	2	0	
210316	White Oak Elementary	Gr. PK-02	0	0	1	0	1	0	2	0	
240304	Acme Delco Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
240330	Chadbourn Middle	Gr. 05-08	0	0	0	0	0	0	0	1	
240336	Nakina Alternative	Gr. 06-12	0	0	1	1	1	1	0	0	EXITED READING & MATH
240348	Fair Bluff Elementary	Gr. 0K-08	0	0	1	0	2	0	2*	1	
240352	Guideway Elementary	Gr. 0K-08	0	0	0	1	0	1	1	1*	
240356	Hallsboro Middle	Gr. 05-08	0	0	0	0	0	0	1	1	
240372	Tabor City Elementary	Gr. 0K-05	0	0	0	0	1	0	2	1	
240376	Tabor City Middle	Gr. 06-08	0	0	1	0	2	0	3	1	
240388	Williams Township Elementary	Gr. 0K-08	0	0	1	1	2	2	3	3	
241304	Central Middle	Gr. 06-08	0	0	1	1	2	2	2*	3	
241308	Edgewood Elementary	Gr. 03-05	0	0	0	0	0	0	1	0	
241320	Whiteville Primary	Gr. PK-02	0	0	0	0	0	0	1	0	
250350	James W Smith Elementary	Gr. 0K-05	0	0	1	0	2	0	2*	0	
260302	Alma O Easom Elementary	Gr. 0K-01	0	0	0	0	0	0	0	1	
260310	Loyd E Auman Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
260316	Lillian Black Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
260320	Brentwood Elementary	Gr. PK-05	0	0	0	0	1	0	1*	0	
260321	Douglas Byrd Middle	Gr. 07-08	0	0	0	0	0	0	0	1	
260324	Young Howard Elementary	Gr. PK-05	0	0	0	0	1	0	1*	0	
260326	Elizabeth M Cashwell Elem	Gr. PK-05	0	0	0	0	0	0	1	1	
260336	Anne Chesnut Middle	Gr. 06-08	0	0	0	0	1	1	2	2	
260352	Cumberland Road Elementary	Gr. PK-05	0	0	0	0	0	0	1	1	
260358	Luther "Nick" Jeralds Middle	Gr. 06-08	0	0	0	1	0	1	1	2	
260362	Gray's Creek Middle	Gr. 06-08	0	0	0	1	0	1	0	2	

260364	Gray's Creek Elementary	Gr. PK-05	0	0	1	0	1	0	0	0	EXITED READING
260365	R Max Abbott Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
260366	Howard L Hall Elementary	Gr. PK-05	0	0	0	0	0	0	0	1	
260373	Gallberry Farm Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
260404	William H Owen Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
260425	South View Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
260428	Spring Lake Middle	Gr. 06-08	0	0	0	0	1	0	2	1	
260444	Teresa C Berrien Elementary	Gr. PK-05	1	0	1	0	2	0	2*	0	
260450	Warrenwood Elementary	Gr. PK-05	0	0	0	0	0	0	1	1	
260452	Westarea Elementary	Gr. PK-05	0	0	0	0	1	1	1*	2	
260454	Westover Middle	Gr. 06-08	0	0	0	1	0	1	0	2	
291332	Lexington Middle	Gr. 06-08	0	0	1	1	1	1	2	2	
292316	Liberty Drive Elementary	Gr. 03-05	0	0	0	0	0	0	1	1	
292318	Thomasville Primary	Gr. PK-02	0	0	0	0	0	0	1	1	
310308	Beulaville Elementary	Gr. PK-08	0	0	1	0	1	0	2	0	
310336	Warsaw Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
310360	North Duplin Elementary	Gr. K-05	0	0	0	0	0	0	1	0	
310384	Rose Hill-Magnolia Elem	Gr. PK-05	0	0	0	0	0	0	1	0	
320304	Bethesda Elementary	Gr. 0K-05	0	0	1	1	2	2	3	2*	
320308	Burton Elementary	Gr. 0K-05	0	0	1	0	2	0	3	0	
320310	Eastway Elementary	Gr. 0K-05	3	0	3	0	4	0	5	0	
320320	Glenn Elementary	Gr. PK-05	0	0	1	1	2	2	0	3	
320328	Holt Elementary	Gr. 0K-05	0	0	0	0	0	0	0	1	
320332	Forest View Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
320344	Fayetteville Street Elementary	Gr. 0K-05	0	0	0	0	0	0	0	1	
320347	George Watts Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
320352	Merrick-Moore Elementary	Gr. 0K-05	0	0	1	0	1	0	2	1	
320360	Oak Grove Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
320363	E K Powe Elementary	Gr. 0K-05	0	0	1	1	2	2	3	3	
320400	Y E Smith Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
32A000	Maureen Joy Charter	Gr. 0K-08	0	0	1	1	1	1	2	1*	
32B000	Healthy Start Academy	Gr. 0K-08	1	0	2	0	3	0	3	0	
32C000	Carter Community Charter	Gr. 0K-08	0	1	0	2	0	2	0	3	
32G000	Omuteko Gwamaziima	Gr. 0K-08	0	2	0	2	0	3	0	4	
330332	Phillips Middle	Gr. 04-08	1	1	2	2	3	3	3*	4	
340320	Brunson Elementary	Gr. 0K-05	0	0	0	0	0	1	0	1*	

340351	Cook Elementary	Gr. PK-05	0	0	0	0	0	0	0	0	1	
340376	Forest Park Elementary	Gr. PK-05	1	0	2	0	3	0	4	1		
340384	Griffith Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0		
340390	Hall-Woodward Elementary	Gr. PK-05	0	0	0	0	0	0	1	0		
340396	Hill Middle	Gr. 06-08	1	1	2	2	3	3	4	4		
340416	Kernersville Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1		
340428	Konnoak Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1		
340430	Latham Elementary	Gr. PK-05	0	0	1	1	2	2	3	2*		
340476	Old Town Elementary	Gr. PK-05	0	0	0	0	0	0	1	1		
340492	Philo Middle	Gr. 06-08	0	0	0	0	1	0	2	0		
340540	Walkertown Elementary	Gr. PK-05	0	0	0	1	0	2	0	2*		
34B000	Quality Education Academy	Gr. 03-09	1	0	2	0	3	0	3*	0		
34C000	Downtown Middle	Gr. 05-08	0	0	0	0	0	0	0	1		
350318	Franklinton Elementary	Gr. PK-05	0	0	0	0	0	0	1	0		
350332	Louisburg Elementary	Gr. PK-05	0	0	0	0	0	0	1	0		
360484	Rhyne Elementary	Gr. PK-05	0	0	0	0	0	0	1	1		
390312	C G Credle Elementary	Gr. 02-03	0	0	0	0	0	0	1	0		
390332	Mary Potter Intermediate	Gr. 04-06	0	0	1	0	2	0	3	1		
390364	West Oxford Elementary	Gr. PK-01	0	0	0	0	0	0	1	0		
400321	Snow Hill Primary	Gr. PK-02	0	0	1	0	2	0	3	1		
400332	West Greene Elementary	Gr. 03-05	0	0	1	0	2	0	3	1		
410325	Aycock Middle	Gr. 06-08	0	0	0	0	0	0	0	1		
410328	Bessemer Elementary	Gr. 0K-05	0	0	0	1	0	1	0	1*		
410367	Ferndale Middle	Gr. 06-08	0	0	1	1	2	2	3	3		
410385	Gillespie Park Elementary	Gr. PK-05	0	0	0	0	1	0	1*	0		
410391	Penn-Griffin Middle	Gr. 06-09	0	0	0	0	0	0	0	1		
410402	Otis L Hairston Sr Middle	Gr. 05-08	0	0	0	0	0	1	0	1*		
410403	W M Hampton Elementary	Gr. PK-05	0	0	0	0	0	0	1	0		
410415	Jackson Middle	Gr. 06-08	0	0	0	0	0	0	1	1		
410439	Kirkman Park Elementary	Gr. PK-05	0	0	0	0	1	0	2	0		
410469	Montlieu Avenue Elementary	Gr. PK-05	0	0	1	0	2	0	2*	0		
410496	Northwood Elementary	Gr. PK-05	0	0	0	0	1	0	1*	0		
410499	Oak Hill Elementary	Gr. PK-05	0	0	0	0	0	0	1	1		
410532	Rankin Elementary	Gr. PK-05	0	0	0	0	0	0	1	0		
410580	Union Hill Elementary	Gr. PK-05	0	0	0	0	0	0	1	1		
410583	Vandalia Elementary	Gr. 0K-05	0	0	0	1	0	1	0	0		EXITED MATH

410586	Washington Elementary	Gr. PK-05	1	0	1	0	2	0	3	0	
410592	Laurin Welborn Middle	Gr. 06-08	0	0	0	0	0	0	1	0	
410598	Wiley Accel/Enrichment	Gr. PK-05	1	0	1	0	2	0	3	1	
420316	Dawson Elementary	Gr. PK-05	0	0	0	0	0	0	0	1	
420320	Eastman Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
420324	Enfield Middle	Gr. 06-08	1	1	1	1	2	2	3	3	
420346	Northwest High	Gr. 09-12	0	0	0	0	0	0	1	1	
420358	Southeast Halifax High	Gr. 09-12	0	0	0	0	0	0	1	0	
420376	William R Davie Middle	Gr. 06-08	0	0	0	0	1	0	2	1	
421306	Chaloner Middle	Gr. 06-08	0	0	0	0	1	1	2	2	
422318	Weldon Middle	Gr. 06-08	1	0	2	0	3	0	4	0	
430316	Boone Trail Elementary	Gr. 0K-05	0	0	1	0	1	0	0	0	EXITED READING
430328	Coats Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
430336	Erwin Elementary	Gr. 03-05	0	0	0	0	1	1	1*	2	
430340	Gentry Primary	Gr. 0K-02	0	0	0	0	1	1	1*	2	
430348	Johnsonville Elementary	Gr. 0K-05	0	0	0	0	1	1	0	0	EXITED READING & MATH
430358	Lillington-Shawtown Elementary	Gr. 0K-05	0	0	0	0	1	0	1*	1	
440396	Waynesville Middle	Gr. 06-08	0	0	0	1	0	1	1*	2	
450346	Upward Elementary	Gr. 0K-05	0	0	1	0	1	0	0	0	EXITED READING
460308	Ahoskie Elementary	Gr. 04-06	0	0	0	0	0	0	1	1	
460318	Hertford County Middle	Gr. 07-08	0	0	1	1	2	2	3	3	
460332	Riverview Elementary	Gr. PK-06	1	0	2	0	3	0	4	0	
470328	Scurlock Elementary	Gr. PK-05	0	0	1	0	2	0	3	1	
470330	South Hoke Elementary	Gr. PK-05	0	0	1	1	2	2	3	3	
490363	Third Creek Elementary	Gr. 0K-05	0	0	1	0	2	0	2*	0	
490364	Troutman Elementary	Gr. 0K-05	0	0	1	0	1	0	0	0	EXITED READING
500314	Fairview Elementary	Gr. 0K-08	0	0	0	0	0	0	1	1	
510332	Corinth Holders	Gr. PK-08	0	0	0	0	0	0	1	1	
510388	Selma Elementary	Gr. PK-04	0	0	0	0	0	0	0	1	
530314	East Lee Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
53A000	Provisions Academy	Gr. 06-12	0	2	0	3	0	4	0	5	
540306	C H Bynum Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
540312	E B Frink Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
540313	Kennedy Home	Gr. 0K-12	0	0	1	1	2	2	3	3	
540330	Rochelle Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
550372	West Lincoln Middle	Gr. 06-08	0	0	1	1	1	1	2	2	

580372	Williamston Middle	Gr. 06-08	0	0	1	0	1	0	0	0	EXITED READING
590352	West Marion Elementary	Gr. 0K-06	0	0	1	0	1	0	2	0	
600300	Albemarle Road Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
600301	Albemarle Road Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
600308	Allenbrook Elementary	Gr. 0K-05	0	0	1	0	1	0	0	0	EXITED READING
600311	Ashley Park Elementary	Gr. 0K-05	0	0	1	0	1	0	0	0	EXITED READING
600329	Briarwood Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
600335	Billingsville Elem	Gr. 0K-05	0	0	1	0	1	0	2	1	
600341	Cochrane Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
600360	Marie G Davis Middle	Gr. 06-08	0	0	1	0	2	0	3	1	
600365	Devonshire Elementary	Gr. 0K-05	0	0	1	0	1	0	2	0	
600374	Druid Hills Elementary	Gr. 0K-05	0	0	1	0	1	0	2	0	
600381	Eastway Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
600412	Hidden Valley Elementary	Gr. 0K-05	0	0	1	0	2	0	2*	0	
600427	Irwin Avenue Open	Gr. 0K-05	0	0	0	0	0	0	0	1	
600441	Lincoln Heights Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
600489	Bruns Avenue Elementary	Gr. 0K-05	0	0	1	1	1	1	0	0	EXITED READING & MATH
600517	Reid Park Elementry	Gr. 0K-05	0	0	1	0	1	0	2	0	
600520	Sedgefield Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
600527	Shamrock Gardens Elementary	Gr. 0K-05	0	0	1	1	2	2	3	2*	
600541	Spaugh Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
600577	Westerly Hills Elementary	Gr. 0K-05	0	0	1	1	2	2	2*	2*	
600581	John T Williams Middle	Gr. 06-08	0	0	1	0	2	0	3	1	
600585	Wilson Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
600589	Winterfield Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
60B000	Sugar Creek Charter	Gr. 0K-08	2	2	2	3	3	4	4	4*	
60C000	Kennedy Charter	Gr. 06-12	0	2	0	3	0	4	0	4*	
60H000	Crossroads Charter High	Gr. 09-12	0	0	1	1	2	2	3	3	
610326	Harris Middle	Gr. 06-08	0	0	1	0	1	0	0	0	EXITED READING
620330	Page Street Elementary	Gr. 03-05	0	0	0	0	1	1	1*	1*	
620336	Troy Elementary	Gr. PK-02	0	0	0	0	1	1	1*	1*	
630348	Robbins Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
630352	Southern Pines Primary	Gr. 0K-02	0	0	1	0	1	0	2	0	
630356	Southern Pines Elementary	Gr. 03-06	0	0	1	0	1	0	2	0	
630364	Vass-Lakeview Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
63B000	Sandhills Theatre Arts Renaiss	Gr. 0K-08	0	0	0	0	0	0	0	1	

640324	Coopers Elementary	Gr. PK-05	0	0	1	0	1	0	0	0	EXITED READING
640326	D S Johnson Elementary	Gr. 0K-05	0	0	1	0	2	0	2*	0	
640327	Fairview Early Childhood Ctr	Gr. PK-0K	0	0	0	0	2	2	2*	2*	
640354	O R Pope Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
640376	Spring Hope Elementary	Gr. 0K-05	0	0	1	1	2	2	2*	2*	
640400	Winstead Avenue Elementary	Gr. 0K-05	0	0	0	0	1	0	1*	0	
64A000	Rocky Mount Preparatory	Gr. 0K-12	0	0	1	1	2	2	2*	3	
650341	John J Blair Elementary	Gr. 0K-05	0	0	0	0	1	1	1*	1*	
650346	Mary C Williams Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
660308	Conway Middle	Gr. 06-08	0	0	0	1	0	2	1	3	
670314	Dixon Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
670337	Richlands Primary	Gr. 0K-02	0	0	0	0	1	0	2	1	
670339	Richlands Elementary	Gr. 03-05	0	0	0	0	1	0	2	0	
681304	Carrboro Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
700314	Northside Elementary	Gr. PK-05	0	0	0	0	0	0	1	1	
700324	Sheep-Harney Elementary	Gr. PK-05	0	0	0	0	0	0	1	1	
710320	Cape Fear Middle	Gr. 06-08	0	0	0	1	0	1	1*	2	
720304	Perquimans Central	Gr. PK-02	0	0	0	0	0	0	1	1	
720312	Hertford Grammar	Gr. 03-05	0	0	0	0	0	0	1	1	
740310	Belvoir Elementary	Gr. PK-05	0	0	0	0	0	0	1	1	
740320	Bethel Elementary	Gr. PK-08	0	0	1	0	2	0	3	0	
740358	G R Whitfield Elementary	Gr. 0K-08	0	0	0	0	0	0	0	1	
740360	H B Sugg Elementary	Gr. PK-02	0	0	1	1	1	1	2	2	
740375	Northwest Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
740376	Pactolus Elementary	Gr. PK-08	0	0	1	0	2	0	3	0	
740382	Sadie Saulter Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
740386	Sam D Bundy Elementary	Gr. 03-05	0	0	1	0	1	0	2	0	
740390	South Greenville Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
740402	Wellcome Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
760359	Southmont Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
761312	Balfour Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
770304	Ashley Chapel Elementary	Gr. 04-06	0	0	0	0	0	0	1	0	
770332	Hoffman Elementary	Gr. 0K-06	0	0	1	1	1	1	0	2	EXITED READING
770344	Mineral Springs Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
780324	Fairgrove Middle	Gr. 04-08	0	0	0	0	0	0	1	1	
780326	Fairmont Middle	Gr. 05-08	0	0	0	0	0	0	1	1	

780330	L Gilbert Carroll Middle	Gr. 05-06	0	0	1	0	1	0	2	1	
780336	Littlefield Middle	Gr. 04-08	0	0	0	0	0	0	1	1	
780340	Long Branch Elementary	Gr. PK-04	0	0	0	1	0	2	0	2	
780341	Lumberton Junior High	Gr. 07-08	0	0	1	1	1	1	2	2	
780344	Magnolia Elementary	Gr. PK-08	0	0	0	0	0	0	1	1	
780352	Orrum Middle	Gr. 05-08	0	0	0	0	0	0	1	1	
780360	Parkton Elementary	Gr. PK-08	0	0	0	1	0	2	0	3	
780364	Pembroke Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
780374	Peterson Elementary	Gr. PK-04	0	0	0	0	0	0	1	0	
780384	Prospect Elementary	Gr. PK-08	0	0	0	0	0	0	0	1	
780392	Rex-Rennert Elementary	Gr. PK-05	1	0	2	0	2*	0	0	0	EXITED READING
780393	Red Springs Middle	Gr. 05-08	0	0	1	1	2	2	3	3	
780400	Saint Pauls Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
780403	Saint Pauls Middle	Gr. 06-08	1	0	0	1	0	2	1	3	
780410	Townsend Middle	Gr. 05-08	0	0	1	0	2	0	3	0	
780412	Union Chapel Elementary	Gr. PK-06	0	0	0	0	0	0	1	1	
780417	W H Knuckles	Gr. PK-04	0	0	0	0	1	0	1*	0	
78A000	CIS Academy	Gr. 06-08	0	0	0	0	0	0	1	0	
790344	Leaksville-Spray Elementary	Gr. PK-05	0	0	1	0	1	0	2	0	
790358	Moss Street Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
790402	Williamsburg Elementary	Gr. PK-05	0	0	0	0	0	0	0	1	
800316	China Grove Elementary	Gr. 0K-05	0	0	1	0	2	0	3	0	
800356	Granite Quarry Elementary	Gr. 0K-05	0	0	1	0	2	0	3	0	
800360	Hurley Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
800362	Knollwood Elementary	Gr. 0K-05	0	0	1	0	1	0	0	0	EXITED READING
800373	North Rowan Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
810336	Forest City-Dunbar Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
820340	Hargrove Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
820354	Midway Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
820370	Union Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
820372	Roseboro-Salemburg Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
820384	Union Elementary	Gr. PK-05	0	0	1	1	1	1	2	2	
821304	Butler Avenue Elementary	Gr. 03-05	0	0	1	0	2	0	3	1	
821316	Langdon C Kerr Elem	Gr. PK-02	0	0	1	0	2	0	3	1	
821320	Sampson Middle	Gr. 06-08	0	0	0	0	0	0	1	1	
830345	Scotland Accelerated	Gr. PK-04	5	0	0	0	0	0	1	1	

830347	Shaw Elementary	Gr. K-05	0	0	0	0	0	0	1	0	
83A000	Laurinburg Charter	Gr. 09-12	0	0	0	0	4	4	4*	5	
840308	Badin Elementary	Gr. 0K-11	0	0	1	0	1	0	0	1	EXITED READING
840316	East Albemarle Elementary	Gr. PK-05	0	0	1	1	2	2	3	2*	
850354	London Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
850356	Walnut Cove Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
862308	Bruce H Tharrington Elem	Gr. PK-02	0	0	0	0	0	0	1	1	
862310	Jones Elementary	Gr. 03-05	0	0	0	0	0	0	1	0	
900304	Benton Heights Elementary	Gr. PK-05	0	0	1	0	1	0	0	0	EXITED READING
900306	East Elementary	Gr. PK-05	0	0	0	0	1	0	2	0	
900370	Walter Bickett Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
910304	Aycock Elementary	Gr. PK-05	0	0	0	1	0	1	0	0	EXITED MATH
910360	E M Rollins Elementary	Gr. PK-05	0	0	0	0	0	0	1	0	
910320	Henderson Middle	Gr. 06-08	0	0	0	0	1	1	2	2	
920446	Hodge Road Elementary	Gr. 0K-05	0	0	1	0	2	0	2*	0	
920488	Lynn Road Elementary	Gr. 0K-05	0	0	1	1	1	1	0	0	EXITED READING & MATH
92L000	Torchlight Academy	Gr. 0K-05	2	2	2	2	3	3	3*	3*	
930344	South Warren Elementary	Gr. 0K-05	0	0	0	0	0	0	1	1	
93A000	Haliwa-Saponi Tribal School	Gr. 0K-11	1	0	1	0	2	0	2*	0	
940306	Creswell Elementary	Gr. PK-06	0	0	1	1	1	1	0	2	EXITED READING
940314	Pines Elementary	Gr. PK-04	1	1	2	2	3	3	4	3*	
940328	Washington County Union	Gr. 05-08	0	0	0	1	0	2	0	3	
960312	Brogden Middle	Gr. 05-08	0	0	0	0	0	2	0	3	
960314	Brogden Primary	Gr. 0K-04	0	0	0	0	1	1	2	2	
960316	Carver Elementary	Gr. 0K-05	0	0	1	0	2	0	3	1	
960318	Carver Heights	Gr. 0K-04	0	0	0	0	0	0	1	0	
960326	Dillard Middle	Gr. 07-08	1	1	2	2	3	3	4	4	
960329	Eastern Wayne Elementary	Gr. 0K-05	0	0	1	1	1	1	2	0	EXITED MATH
960331	Eastern Wayne Middle	Gr. 06-08	0	0	0	0	0	0	0	1	
960336	Grantham	Gr. 0K-08	0	0	1	1	2	2	3	3	
960337	Goldsboro Intermediate	Gr. 05-06	0	0	1	1	2	2	2*	3	
960340	Greenwood Middle	Gr. 05-08	0	0	1	1	1	1	2	2	
960348	Mount Olive Middle	Gr. 06-08	0	0	1	1	2	2	3	3	
960382	Spring Creek Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	
960390	North Drive Elementary	Gr. 0K-04	0	0	0	1	2	2	3	3	
96C000	Dillard Academy	Gr. 0K-04	0	0	0	0	0	0	1	0	

970352	Mulberry Elementary	Gr. PK-05	0	0	0	0	1	0	2	0	
980357	Vick Elementary	Gr. 0K-05	0	0	0	0	0	0	0	1	
98A000	Sallie B Howard School	Gr. 0K-08	0	0	1	0	2	0	3	1	
990312	East Bend Elementary	Gr. PK-08	0	0	0	0	0	0	0	2	
990328	West Yadkin Elementary	Gr. PK-08	0	0	1	0	1	0	2	0	
990336	Yadkinville Elementary	Gr. PK-08	0	0	1	0	1	0	0	0	EXITED READING
995328	Micaville Elementary	Gr. 0K-05	0	0	0	0	0	0	1	0	

1= Year 1 of Status Improvement

2= Year 2 of Status Improvement

*= Remained in same year of Improvement Status making progress towards exiting

Level of Improvement	R	M
Year 1 of School Improvement	113	101
Year 2 of School Improvement	43	27
Year 3 of School Improvement	47	34
Year 4 of School Improvement	7	4
Year 5 of School Improvement	1	2

**SEE APPENDIX A
FOR THE LIST OF NON-TITLE I SCHOOLS REQUIRED TO
AMEND THEIR SCHOOL IMPROVEMENT PLAN**

LEAs in LEA Improvement

School districts are held for the same reading and mathematics proficiency goals for student groups. School-based AYP results cannot be combined to calculate district AYP results. The SBE has adopted 40 students' scores as the minimum number of scores to be statistically reliable and valid for AYP purposes. This number is based on the students that meet the definition of a full academic year. In some cases, a student group is under 40 at the school level, but at 40 or above at the district level. In other cases, a student may not have been at a particular school for 140 days (full academic year), but may have been in the district for 140 days. This means that some students' scores are part of AYP calculations at the district level, but not at the school level. Thus, it is possible for a district to not make AYP, even though its individual schools do. LEAs in LEA Improvement must take certain measures, such as setting aside 10 percent of their Title I allotment for professional development purposes.

The minimum N count used in determining the AYP status of LEAs is 40, or 1% of the tested students, whichever is greater. This minimum N will be applied in each LEA to grades 3 through 8 as a group and high school as a group. However, in order for an LEA to enter Improvement Status, the LEA must **not make** AYP in the same subject area (reading/language arts or mathematics even if because of the 95% rule) or other academic indicator in each of the following grade spans [3-5, 6-8, and high school] for two consecutive years.

Revised November 8, 2006

**LEA Improvement List for Continuing and Exiting LEAs in the 2006-07 School Year
(Updated to Include Elementary and Middle Schools Math Results)**

LEA	LEA Name	2004-05		2005-06		2006-07		Area of Progress
		Reading	Math	Reading	Math	Reading	Math	
10	Alamance-Burlington Schools	1	0	2	0	3	0	
40	Anson County Schools	1	1	1*	2	0	2*	EXITED READING
80	Bertie County Schools	1	0	2	0	3	0	
90	Bladen County Schools	1	1	2	2	3	3	
100	Brunswick County Schools	1	1	1	1	2	0	EXITED MATH
110	Buncombe County Schools	1	1	2	1	3	0	EXITED MATH
120	Burke County Schools	0	0	0	0	1	0	
130	Cabarrus County Schools	1	1	2	2	3	2*	Math
140	Caldwell County Schools	1	1	1	1	2	0	EXITED MATH
180	Catawba County Schools	1	0	2	0	2*	0	Reading
181	Hickory City Schools	0	0	0	0	1	0	
190	Chatham County Schools	0	1	0	2	0	2*	Math
210	Edenton/Chowan Schools	0	1	1	0	2	0	
240	Columbus County Schools	1	0	2	0	3	?	
241	Whiteville City Schools	1	0	2	0	3	0	
250	Craven County Schools	1	0	1	1	2	0	EXITED MATH
260	Cumberland County Schools	0	0	0	0	1	?	
290	Davidson County Schools	1	0	1	0	2	0	
300	Davie County Schools	0	0	0	0	1	0	
310	Duplin County Schools	1	1	2	1	3	0	EXITED MATH
320	Durham Public Schools	1	1	2	2	3	2*	Math
330	Edgecombe County Schools	0	0	0	0	1	?	
340	Forsyth County Schools	1	0	2	0	3	?	
360	Gaston County Schools	1	1	2	2	3	2*	Math
370	Gates County Schools	0	0	0	0	1	0	
390	Granville County Schools	1	0	2	0	3	0	
400	Greene County Schools	1	0	2	0	2*	0	Reading

410	Guilford County Schools	0	0	0	0	1	0	
420	Halifax County Schools	0	0	0	0	1	?	
422	Weldon City Schools	3	3	3*	4	0	4*	EXITED READING
440	Haywood County Schools	0	0	1	0	1*	0	Reading
450	Henderson County Public School	1	1	2	1	2*	0	EXITED MATH
460	Hertford County Schools	1	0	2	0	3	0	
470	Hoke County Schools	1	0	2	0	3	?	
480	Lee County Schools	0	0	0	0	1	0	
540	Lenoir County Schools	1	1	2	1	2*	0	EXITED MATH
580	Martin County Schools	1	0	1	0	2	0	
600	Mecklenburg County Schools	0	0	0	0	1	0	
620	Montgomery County Schools	0	0	1	1	1*	1*	Both
630	Moore County Schools	0	0	0	0	1	0	
640	Nash-Rocky Mount Schools	1	1	2	2	3	2*	Math
650	New Hanover County Schools	0	0	0	0	1	0	
660	Northampton County Schools	1	0	2	0	2*	0	Reading
670	Onslow County Schools	1	1	2	1	2*	0	Reading
680	Orange County Schools	`	0	0	0	1	0	
700	Pasquotank County Schools	0	0	0	0	1	0	
740	Pitt County Schools	0	0	0	0	1	0	
760	Randolph County Schools	0	0	1	1	2	1*	Math
770	Richmond County Schools	1	0	2	0	3	?	
780	Robeson County Schools	1	0	2	0	3	?	
800	Rowan-Salisbury Schools	`	0	2	0	3	?	
810	Rutherford County Schools	0	0	0	0	1	0	
820	Sampson County Schools	1	0	1	0	2	0	
821	Clinton City Schools	1	0	2	0	3	0	
850	Stokes County Schools	0	0	0	0	1	0	
860	Surry County Schools	0	0	0	0	1	0	
900	Union County Schools	0	0	0	0	1	0	
920	Wake County Schools	0	0	0	0	1	0	
940	Washington County Schools	0	0	1	0	1*	0	Reading
960	Wayne County Schools	1	0	2	0	3	?	
970	Wilkes County Schools	0	0	0	0	1	0	
980	Wilson County Schools	0	0	0	0	1	0	

1 = Year 1 of LEA Improvement Status

2 = Year 2 of LEA Improvement Status

3 = Year 3 of LEA Improvement Status

* = Making progress towards exiting LEA Improvement Status

? = Proposed status to be determined at the December SBE meeting

LEAs that exited Improvement status based on Results of the 2005-06 School Year								
70	Beaufort County Schools	0	1	0	1	0	0	EXITED MATH
230	Cleveland County Schools	0	1	0	1	0	0	EXITED MATH
761	Asheboro City Schools	1	0	1	0	0	0	EXITED READING
840	Stanly County Schools			0	0	0	0	EXITED READING

IV. Response to Excellent Schools Act Requirements

Certified Staff Testing Under the Excellent Schools Act

Senate Bill 1126, ratified in May 1998, amended the teacher competency testing provisions of the Excellent Schools Act to ensure that only teachers were tested whose unsatisfactory performance was judged in whole or part due to lack of general knowledge. While no teachers were identified for testing at the end of the 1997-98 school year under this provision, the State Board of Education approved the use of the *Florida College Level Academic Skills Test* (CLAST) to assess the general knowledge of certified staff subject to testing. In the Summer of 1998, standard-setting procedures were conducted, and in the Fall of 1998 the State Board of Education set “passing” scores for the reading and writing portions of this test.

For 2005-06, there were no teachers recommended by the assistance teams or by principals in low-performing schools that were not served by assistance teams to take the General Knowledge Test.

V. ABCs Recognition and Schedule of Recognition Events

ABCs Recognition

Top schools around the State receive special recognition as part of the ABCs of Public Education. There are three levels of recognition in the student growth area and three levels of recognition for student performance. All K-12 schools that meet 110% of their student growth are deemed high growth and receive a certificate of achievement. Certified employees in these schools also receive an incentive bonus. All K-12 schools meeting 100% of their student growth standard are considered as having met expected growth and receive a certificate.

For student performance, *Honor Schools of Excellence* is the designation for those schools where at least 90% of the students' test scores are at or above grade level and the school made expected growth (as a minimum). In addition, these schools have met adequate yearly progress (AYP) as required by federal legislation, No Child Left Behind. *Schools of Excellence* is the designation for those schools where at least 90% of the students' test scores are at or above grade level and the school made expected growth (as a minimum). These schools will receive a banner to hang in the school and a certificate of achievement. Schools in which 80 - 89% of students' test scores are at or above grade level and met at least expected growth are designated as *Schools of Distinction*. They receive a certificate and a plaque.

Local school systems, traditionally, celebrate the successes of individual schools and school systems in the ABCs in a variety of ways, including school-wide celebrations and community recognition events. Teachers, parents, students, administrators and community leaders have proudly participated in these local celebrations. Local districts and schools are encouraged to continue to engage their communities in recognizing the progress of their public schools.

ABCs Results¹
 Ten -Year Summary Chart
 1996-97 to 2005-06
 (December 7, 2006)

Revised
ABCs
Model

Comparisons across years should be made with caution due to the evolution of the model as reflected in the footnotes below.

Category	1996-97 ²		1997-98 ³				1998-99 ⁴		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05 ¹⁰		2005-06 ¹¹	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence ⁵																	563	25.2	496	22.0	64	2.7
Schools of Excellence	12	0.7	24	1.4	0	0.0	50	2.5	73	3.5	171	7.9	300	13.7	473	21.3	33	1.5	43	1.9	5	0.2
Schools of Distinction ⁶	158	9.7	289	16.8	1	0.2	408	20.6	509	24.1	640	29.7	647	29.5	886	39.9	640	28.7	608	27.0	305	13.0
Schools Making High Growth ⁷	531	32.5	1137	66.0	265	63.2	1156	58.2	956	45.2	521	24.1	779	35.5	1618	72.9	785	35.2	585	26.0	263	11.2
Schools Making Expected Growth	395	24.2	308	17.9	83	19.8	456	23.0	520	24.6	769	35.6	863	39.3	476	21.4	891	39.9	974	43.2	1013	43.1
Schools Not Making Expected Growth ⁸	706	43.3	276	16.0	65	15.5	371	18.7	639	30.2	865	40.1	552	25.2	127	5.7	556	24.9	695	30.8	1077	45.8
Low-Performing Schools Made Expected or High Growth	123	7.5	15	0.9	15	3.6	13	0.7	44	2.1	31	1.4	19	0.9	6	0.3	2	0.1	4	0.2	52	2.2
Total ABCs Schools⁹	1632		1722		419		1985		2115		2158		2194		2221		2232		2254		2353	

¹ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, and 2003-04 reflect State Board of Education actions through October 2, 1997, October 1, 1998, October 7, 1999, October 5, 2000, November 1, 2001, October 3, 2002, September 10, 2003, October 6, 2004, November 3, 2005, and December 7, 2006, respectively.

²The first year of implementation of the ABCs was in 1996-97; only K-8 schools were included in the model.

³The ABCs high school model was first implemented in 1997-98. (Schools whose grades spanned K-12 were included in statistical summaries for both K-8 and high schools, so there is duplication in these counts.)

⁴The comprehensive ABCs model has been applied since 1998-99; there is no duplication in these counts.

⁵Honor Schools of Excellence, approved by the SBE in 2003-04, refers to Schools of Excellence that met AYP.

⁶Beginning in 2002, Schools of Distinction were required to make at least expected growth for the first time.

⁷High Growth was referred to as Exemplary Growth prior to 2002.

⁸Schools Not Making Expected Growth was included in two categories prior to 2002: Schools Receiving No Recognition and Low Performing Schools.

⁹Total ABCs Schools is the total number of schools participating in the ABCs for a given year; this total does not reflect the sum of the column; Schools of Excellence, Schools of Distinction, and Low-Performing Schools are not exclusive categories and may include schools that appear in other categories.

¹⁰All totals for 2004-05 do not include grade 6 reading in growth calculations; however, grade 6 reading is used in performance composite calculations.

¹¹Results for 2005-06 are based on a revised accountability model and are not comparable to those from previous years.

LEA Codes

010	Alamance-Burlington	240	Columbus	480	Hyde	760	Randolph
020	Alexander	241	Whiteville City	490	Iredell-Statesville	761	Asheboro City
030	Alleghany	250	Craven	491	Mooresville City	770	Richmond
040	Anson	260	Cumberland	500	Jackson	780	Robeson
050	Ashe	270	Currituck	510	Johnston	790	Rockingham
060	Avery	280	Dare	520	Jones	800	Rowan-Salisbury
070	Beaufort	290	Davidson	530	Lee	810	Rutherford
080	Bertie	291	Lexington City	540	Lenoir	820	Sampson
090	Bladen	292	Thomasville City	550	Lincoln	830	Scotland
100	Brunswick	300	Davie	560	Macon	840	Stanly
110	Buncombe	310	Duplin	570	Madison	850	Stokes
111	Asheville City	320	Durham	580	Martin	860	Surry
120	Burke	330	Edgecombe	590	McDowell	861	Elkin City
130	Cabarrus	340	Winston-Salem/Forsyth	600	Mecklenburg	862	Mount Airy City
132	Kannapolis City	350	Franklin	610	Mitchell	870	Swain
140	Caldwell	360	Gaston	620	Montgomery	880	Transylvania
150	Camden	370	Gates	630	Moore	890	Tyrrell
160	Carteret	380	Graham	640	Nash-Rocky Mount	900	Union
170	Caswell	390	Granville	650	New Hanover	910	Vance
180	Catawba	400	Greene	660	Northampton	920	Wake
181	Hickory City	410	Guilford	670	Onslow	930	Warren
182	Newton Conover City	420	Halifax	680	Orange	940	Washington
190	Chatham	421	Roanoke Rapids City	690	Pamlico	950	Watauga
200	Cherokee	422	Weldon City	700	Elizabeth City/ Pasquotank	960	Wayne
210	Edenton-Chowan	430	Harnett	710	Pender	970	Wilkes
220	Clay	440	Haywood	720	Perquimans	980	Wilson
230	Cleveland	450	Henderson	730	Person	990	Yadkin
231	Kings Mountain City	460	Hertford	740	Pitt	995	Yancey
232	Shelby City	470	Hoke	750	Polk	679	Camp Lejeune (Federal)
						209	Cherokee Central (Federal)
						269	Fort Bragg (Federal)

VI. North Carolina Accountability Program Update

North Carolina Accountability Program Update

The State Board of Education (SBE) implemented some changes to the North Carolina Accountability System effective with the 2005-06 school year. Many of these changes resulted from the SBE's evaluation of the accountability system as mandated by G.S. 115C-105.35(a), and revisions to assessments in the NC Testing Program.

1. The 2005-06 ABCs Report is based on new growth formulas and calculations. These formulas set a higher standard than was the case with the former standards.
2. Results from the NC Writing Assessments at grades 4, 7 and 10 are part of the Performance Composite of the ABCs effective with the 2005-06 school year. (The writing results are not a part of the growth calculations and, therefore, not part of the bonus structure.)
3. New Civics and Economics, and new U.S. History end-of-course (EOC) assessments based on 2003 NC *Standard Course of Study* were administered for the first time in 2005-06 and included as part of the Performance Composite of the ABCs. (Results from these new EOC assessments are scheduled to be part of the growth calculations for the 2006-07 school year.)
4. Results from the NC Online Test of Computer Skills and the NC Computer Skills Alternative Assessment are included in the ABCs Performance Composite effective with the 2005-06 school year.
5. The NC Testing Program's Alternate Assessment System was revised for the 2005-06 school year to include the NC Checklist of Academic Standards (NCCLAS) and NCEXTEND2. These new alternate assessments replaced those used in previous school years because of changes in regulations by the U.S. Department of Education (USED) regarding the use of out-of-level assessments to meet the No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) requirements. Additional guidance from the USED will be forthcoming regarding this and other issues when final regulations are published by the USED (possibly after the first of the year). This may result in more changes to the current alternate assessment system.
6. A new edition of the mathematics end-of-grade (EOG) assessments was implemented in the 2005-06 school year. This implementation is the 3rd edition and involved the development of a new mathematics scale and achievement levels for grades 3-8 which was the reason for delaying the reporting of the mathematics results and the ABCs/AYP Reports and the State Report Card.
7. The SBE also raised the standards for the achievement levels on the new EOG mathematics assessments in grades 3-8. This makes comparisons to previous years inappropriate because of the higher standards in mathematics. This change also affected the AYP results for the schools in 2005-06 because fewer schools were able to meet the proficiency targets under NCLB.
8. Due to curricular changes the NC Grade 3 Pretest in Mathematics was administered in 2005-06 as a statewide field test. Without the grade 3 pretest scores in mathematics, the

NC Grade 3 Mathematics EOG was not included in the growth calculations for the ABCs for the 2005-06 school year, but was part of the Performance Composite.

9. Effective with the 2005-06 school year, a newly revised English language proficiency test was implemented to meet the Title III requirements of NCLB.
10. Statewide field tests in Physical Science, Chemistry and Physics are being administered this school year. Therefore, no EOC results from these courses will be in the 2006-07 ABCs results.
11. New EOC assessments are being administered in 2006-07 for the following courses: Algebra I, Algebra II, Geometry and English I. As was done for US History and Civics and Economics in 2005-06, reporting results from the new EOC assessments will be delayed for those students in the 2006 Fall Block courses to enable new achievement levels to be established by the SBE. This will not affect students in year-long or Spring Block courses.
12. The new High School Exit Standards adopted by the SBE for implementation with the incoming ninth graders in the 2006-07 school year will necessitate a review of the statutory language used to describe the Competency Test requirement. It is the intent of the SBE that the new Exit Standards would meet the Competency Test requirement.
13. A new 4-year cohort graduation rate will be reported in February, 2007, based on following ninth graders for the first time in the 2002-03 school year and whether they graduated by spring 2006.

APPENDIX A

Non-Title I Schools Required to Amend their School Improvement Plan (Updated November 1, 2006)

Title I schools had to miss making AYP two consecutive years in the same content area to enter School Improvement and must meet all targets in that content area for two consecutive years to exit School Improvement. Non-Title I schools do not have the same sanctions as the Title I schools but must amend their School Improvement Plans if they miss making AYP two consecutive years in the same content area and must meet all targets in that content area for two consecutive years to no longer have to amend their School Improvement Plan.

* = school has met all targets in the same content area that required the amendment of their School Improvement Plan. Progress is then being made toward exiting status.

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
10308	Altamahaw Ossipee Elem	1	0	2	0	2*	0	
10328	Edwin M Holt Elementary	1	0	0	0	0	0	
10340	Elon Elementary					0	1	
10348	Graham High	1	1	2	1	2	0	EXITED MATH
10350	Graham Middle	1	0	2	0	3	0	
10353	Hawfields Middle	0	1	0	2	0	3	
10360	Hugh M Cummings High	1	0	1	0	0	1	
10378	Sellars-Gunn Alternative	1	1	2	2	3	3	
10388	Southern High	1	1	2	1	2*	0	EXITED MATH
10394	Turrentine Middle	1	1	2	2	3	3	
10396	Walter M Williams High	0	0	1	0	2	0	
10403	Western Middle	0	1	1	2	1*	2*	
10406	Woodlawn Middle	1	1	2	1	2*	0	EXITED MATH
20330	West Alexander Middle					1	1	
40305	Anson Challenge Academy					1	1	
40306	Anson High	1	0	2	0	3	1	
40309	Anson Middle	1	1	2	2	2*	3	
40328	Peachland-Polkton Elem	1	0	1	0	0	0	EXITED READING
70310	B C Ed Tech Center	0	1	0	2	0	3	
70325	Chocowinity Middle					0	1	
70338	P S Jones Middle	1	0	2	0	2*	0	
70339	Southside High					1	0	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
70342	Washington High	1	1	2	2	3	3	
90315	Bladenboro Middle					0	1	
90330	East Bladen High	1	1	2	2	3	3	
90368	West Bladen High	1	1	2	2	3	2*	
100308	Brunswick County Academy	1	0	1	0	0	0	EXITED READING
100316	Leland Middle	0	1	1	2	2	3	
100326	North Brunswick High					1	0	
100332	Shallotte Middle	1	0	2	0	3	1	
100348	West Brunswick High	0	1	0	2	0	3	
110306	A C Reynolds Middle	1	0	1	0	2	0	
110338	Charles D Owen Middle	1	0	2	0	3	0	
110342	Clyde A Erwin Middle	1	1	2	2	3	3	
110381	North Buncombe Middle	0	1	0	1	0	0	EXITED MATH
110382	North Windy Ridge	1	1	1	1	0	0	EXITED READING & MATH
110401	Enka Middle	0	1	1	1	2	0	EXITED MATH
111302	Asheville High	1	1	2	1	3	0	EXITED MATH
120314	East Burke High					1	0	
120315	East Burke Middle	1	1	2	1	3	0	EXITED MATH
120318	Freedom High	1	0	2	0	3	1	
120334	Heritage Middle	1	0	2	0	2*	0	
120390	Walter R Johnson Middle					1	0	
130314	Concord High					0	1	
130315	J N Fries Middle	1	1	2	2	3	3	
130319	Cox Mill Elementary	1	0	2	0	2*	0	
130323	Mount Pleasant Middle	1	0	2	0	3	1	
130327	Northwest Cabarrus Middle	0	1	0	2	0	3	
132330	Kannapolis Middle	0	1	0	1	0	0	EXITED MATH
160310	Beaufort Middle	1	1	1	2	0	3	EXITED READING
160326	Newport Middle	0	1	0	2	0	2*	
170316	Bartlett Yancey High	0	1	0	1	1	0	EXITED MATH
180304	Balls Creek Elementary	0	0	1	0	1*	0	
180326	Charles H Tuttle Elementary	0	1	1	2	1*	3	
180352	Mill Creek Middle	0	1	0	1	0	0	EXITED MATH
180364	River Bend Middle	0	1	0	2	0	3	
180380	Startown Elementary	0	0	1	0	2	1	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
181322	Hickory High					1	0	
182321	Newton-Conover Middle					1	1	
190310	SAGE Academy	1	1	2	2	2*	2*	
190328	Horton Middle	0	1	0	1	0	0	EXITED MATH
190332	J S Waters Elementary					0	1	
190336	Jordan Matthews High					1	1	
190342	Northwood High	0	1	0	1	0	0	EXITED MATH
190348	Pittsboro Elementary					1	0	
200322	Mountain Youth School					0	1	
210312	John A Holmes High	1	0	1	0	0	0	EXITED READING
220312	Hayesville Middle	0	1	0	2	0	3	
230312	Burns High	1	0	2	0	3	0	
230316	Burns Middle					0	1	
230324	Crest High School	1	0	2	0	2*	0	
230328	Crest Mid Sch of Technology	1	1	2	2	2*	3	
230330	Davidson School	0	1	0	1	0	0	EXITED MATH
230352	Kings Mountain Middle					1	1	
230355	Marion Intermediate	1	0	1	0	0	0	EXITED READING
230362	Shelby Middle	1	1	1	1	0	2	EXITED READING
240334	East Columbus High	1	1	1	1	0	0	EXITED READING & MATH
240371	South Columbus High	1	0	2	0	3	1	
240380	West Columbus High	1	1	2	2	3	3	
241316	Whiteville High	1	0	2	0	3	1	
250344	Havelock Middle	0	0	1	0	1	1	
250356	New Bern High	1	1	2	2	3	2*	
250368	Tucker Creek Middle	0	1	0	1	0	0	EXITED MATH
250372	West Craven High					1	0	
250376	West Craven Middle	0	0	1	0	2	1	
260325	Cape Fear High	0	1	0	2	1	3	
260357	Gray's Creek High School					0	1	
260359	E E Smith High	1	1	2	2	2*	2*	
260369	John R Griffin Middle	1	1	1	1	0	0	EXITED READING & MATH
260408	Pine Forest High					1	1	
260424	Seventy-First High	1	1	1	1	0	0	EXITED READING & MATH
260427	South View High					1	1	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
260446	Terry Sanford High					1	1	
260448	Vanstory Hills Elementary					0	1	
260455	Westover High					1	1	
270306	Currituck County High	1	0	1	0	0	0	EXITED READING
270308	Currituck County Middle	0	0	0	1	0	1*	
290309	Central Davidson Middle	0	1	0	1	1	0	EXITED MATH
290314	Davidson County Ext Day	0	1	1	1	2	2	
290316	Davis-Townsend Elementary					0	0	
290322	E Lawson Brown Middle	0	0	1	1	1*	2	
290334	Ledford Middle	1	1	2	2	2*	3	
290350	North Davidson Middle	1	0	1	0	0	1	EXITED READING
290376	Tyro Middle	0	1	0	2	1	2*	
291336	Lexington Senior High	1	0	2	0	3	1	
292320	Thomasville Middle					1	1	
292324	Thomasville High	1	1	1	2	0	2*	EXITED READING
300312	Davie County High	1	1	2	1	3	0	EXITED MATH
300328	Shady Grove Elementary					1	1	
300330	South Davie Middle					1	0	
310352	James Kenan High					0	1	
310392	Wallace-Rose Hill High	0	1	0	2	0	2*	
320306	Brogden Middle					1	0	
320312	C E Jordan High					1	1	
320314	Chewning Middle	1	1	2	2	3	3	
320323	Durham Sch of the Arts	0	1	0	2	0	2*	
320325	Hillside High	0	1	0	2	1	2*	
320338	James E Shepard Middle					0	1	
320341	Lakeview School	1	1	2	2	3	3	
320346	Lowe's Grove Middle	1	0	2	1	3	2	
320355	Neal Middle	1	0	2	1	3	2	
320356	Northern High	1	0	2	0	3	1	
320365	Riverside High	1	0	1	0	2	0	
320366	Sherwood Githens Middle	1	1	2	2	3	3	
320368	Southern High	1	1	2	2	3	3	
320370	Rogers-Herr Middle	1	0	2	0	2*	0	
330310	Center for Ed Achievement	0	1	0	2	0	2*	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
330324	C B Martin Middle					0	1	
330340	South Edgecombe Middle	1	0	2	0	3	1	
330348	West Edgecombe Middle	1	1	2	2	3	3	
330350	SouthWest Edgecombe High	1	1	2	1	2*	0	
330358	Tarboro High	1	1	2	1	3	0	EXITED MATH
340330	Carver High	1	1	2	1	3	0	EXITED MATH
340350	Clemmons Middle	1	0	2	0	3	1	
340364	East Forsyth High	0	1	0	2	0	2*	
340382	R B Glenn High	0	1	0	2	1	3	
340392	Hanes Middle	0	1	0	2	1	3	
340420	Kernersville Middle	1	1	2	2	3	3	
340436	Lowrance Middle	1	1	2	2	2*	2*	
340454	Mount Tabor High					0	1	
340460	North Forsyth High					1	0	
340480	Paisley Middle					1	1	
340486	Parkland High	0	0	1	1	1*	1*	
340496	Reynolds High	1	0	1	0	0	1	EXITED READING
340508	Sedge Garden Elementary					1	0	
340516	Southeast Middle	1	0	2	0	2*	0	
340564	Wiley Middle	1	0	1	0	2	1	
350338	Terrell Lane Middle	0	1	1	2	1*	3	
360310	Ashbrook High	1	0	1	0	2	0	
360336	Bessemer City High	0	0	1	0	1*	0	
360372	Warlick School	1	1	2	2	3	2*	
360380	Cramerton Middle	1	0	1	0	0	1	EXITED READING
360390	East Gaston High					1	0	
360408	W P Grier Middle	1	1	2	1	3	0	EXITED MATH
360426	Holbrook Middle	0	1	0	1	1	0	EXITED MATH
360428	Hunter Huss High	1	1	2	2	3	3	
360432	Kiser Elementary					1	0	
360436	Bessemer City Middle	0	1	0	1	1	0	EXITED MATH
360456	Mount Holly Middle	0	1	0	2	0	3	
360470	North Gaston High					1	0	
360498	Southwest Middle					1	1	
360499	Springfield Primary					1	0	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
360500	Stanley Middle	1	1	2	2	2*	3	
360514	William C Friday Middle	0	1	0	2	1	3	
370308	Central Middle					1	1	
370312	Gates County Senior High					1	0	
390309	Butner-Stem Middle	0	1	1	2	1*	3	
390320	G C Hawley Middle					1	1	
390334	Northern Granville Middle	0	1	0	2	1	3	
400308	Greene Central High	1	0	2	0	2*	0	
400312	Greene County Middle	1	1	2	2	3	3	
410304	Alamance Elementary	1	0	2	0	3	1	
410313	Allen Jay Middle	1	0	1	0	0	1	EXITED READING
410316	Allen Middle					0	1	
410319	T Wingate Andrews High					1	1	
410355	Dudley High					1	1	
410394	Grimsley High					1	0	
410406	High Point Central High					1	1	
410421	Jamestown Middle					1	1	
410424	Jesse Wharton Elem					1	1	
410442	Kiser Middle	1	1	1	1	2	2	
410460	Eastern Middle	1	0	1	0	2	1	
410463	Mendenhall Middle	0	1	0	2	0	2*	
410483	Middle College High at NC A&					1	0	
410484	Northeast Guilford High					1	0	
410487	Northeast Guilford Middle					1	1	
410508	Page High	1	1	2	0	2*	0	
410533	Scale School	1	0	1	0	0	0	EXITED READING
410544	Ben L Smith High					1	1	
410547	Southeast Guilford High	0	0	0	1	0	1*	
410550	Southeast Guilford Middle					0	1	
410556	Southern Guilford High					0	1	
410565	Southwest Guilford Middle	0	1	0	1	0	0	EXITED MATH
421306	Chaloner Middle					1	1	
421316	Roanoke Rapids High					1	0	
430330	Coats-Erwin Middle	0	0	1	1	2	2	
430332	Dunn Middle	0	0	1	1	2	2	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
430346	Harnett Central High	1	1	1	1	0	0	EXITED READING & MATH
430346	Harnett Central High	1	1	2	1	2	0	
430347	Harnett Central Middle	0	0	1	0	2	1	
430371	Overhills High School					0	1	
430378	Triton High	0	1	0	2	1	3	
430386	Western Harnett Middle					1	1	
450328	Flat Rock Middle	1	0	2	0	2*	0	
460320	Hertford County High					1	1	
470312	Hoke County High	1	1	2	2	3	3	
470332	East Hoke Middle	1	0	2	0	3	0	
490342	Mulberry Street School	1	0	1	0	0	0	EXITED READING
490349	North Iredell Middle					1	1	
490352	Statesville Middle	0	1	0	2	1	3	
490354	Statesville High	1	1	2	2	2*	2*	
490366	Troutman Middle					1	1	
490380	West Iredell High	0	1	0	1	1	0	EXITED MATH
490384	West Iredell Middle					0	1	
491306	Mooreville Intermediate	0	0	1	1	1*	1*	
491312	Mooreville Senior High	0	1	0	1	0	0	EXITED MATH
500324	Jackson Co Sch of Alt	1	1	2	2	2*	3	
500340	Smoky Mountain High					0	0	
510310	Benson Middle					0	1	
510342	Four Oaks Middle					1	1	
510344	North Johnston Middle	1	1	1	2	0	2*	EXITED READING
510376	Princeton High	0	0	1	0	1*	0	
510380	South Campus Community H	1	1	1	1	0	0	EXITED READING & MATH
510381	South Campus Community M					1	1	
510390	Selma Middle School	1	1	1	2	0	3	EXITED READING
510397	Smithfield Middle	1	1	2	1	3	0	EXITED MATH
510410	Polenta Elementary	1	0	1	0	0	1	EXITED READING
530306	Bragg Street Academy	1	0	1	0	0	0	EXITED READING
530314	East Lee Middle					1	1	
530336	Lee County High	1	1	2	2	2*	2*	
540315	Kinston High	1	0	2	0	2*	0	
550308	Asbury School	1	0	1	0	0	0	EXITED READING

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
550332	Lincolnton High					1	0	
550368	West Lincoln High					1	0	
570319	Madison Middle					1	0	
580344	Roanoke High	1	0	1	0	0	0	EXITED READING
580368	Williamston High					1	0	
590356	West McDowell Junior High	1	1	1	1	0	0	EXITED READING & MATH
600305	John M Alexander Middle	1	0	2	0	3	1	
600333	Carmel Middle					1	1	
600351	Coulwood Middle	1	1	1	2	0	3	EXITED READING
600352	Crown Point Elementary					1	0	
600362	David Cox Road Elementary	1	0	1	0	0	0	EXITED READING
600376	E E Waddell High	1	1	2	2	3	3	
600377	East Mecklenburg High	1	1	2	2	3	3	
600386	Midwood High/Tate TAPS	1	1	2	2	3	2*	
600394	Francis Bradley Middle					1	1	
600396	Garinger High	1	1	2	2	3	3	
600398	Greenway Park Elementary					1	0	
600399	Alexander Graham Middle	1	0	1	0	0	1	EXITED READING
600405	Harding University High	1	1	1	1	0	0	EXITED READING & MATH
600410	Hickory Grove Elementary	0	1	0	1	0	0	EXITED MATH
600415	Hopewell High	0	0	1	1	2	2	
600415	Hopewell High	1	1	1	1	2	2	
600416	Hornets Nest Elementary	1	1	2	2	3	3	
600424	Idlewild Elementary					1	0	
600426	Independence High	1	1	2	2	3	3	
600428	James Martin Middle	1	1	2	2	3	3	
600429	John Motley Morehead Elem					0	1	
600434	Robert F Kennedy Middle	1	1	2	2	3	3	
600439	Derita Alternative	1	1	2	2	3	3	
600440	Lebanon Road Elementary					1	1	
600442	Legette Blythe Elementary	0	0	1	0	1*	0	
600444	Long Creek Elementary					0	1	
600450	McClintock Middle	1	1	2	2	3	3	
600461	Morgan School	0	0	1	0	2	1	
600466	Myers Park High	1	1	2	2	3	3	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
600480	North Mecklenburg High	0	0	1	1	2	2	
600481	Northridge Middle	1	1	2	2	3	3	
600482	Northwest School of the Arts	0	0	0	1	0	2	
600490	Olympic High	1	1	2	2	3	3	
600494	Paw Creek Elementary	0	0	1	0	1*	0	
600496	Phillip O Berry Academy of T	1	0	2	1	2*	1*	
600500	Pineville Elementary					1	1	
600509	Quail Hollow Middle	1	0	2	1	3	2	
600512	Rama Road Elementary					1	0	
600513	Randolph Middle					1	1	
600514	Ranson Middle	1	0	2	0	3	1	
600516	Reedy Creek Elementary	1	0	1	0	0	0	EXITED READING
600532	Smith Language Academy	0	0	1	1	1*	1*	
600534	Smithfield Elementary					1	0	
600535	South Mecklenburg High	1	1	2	2	2*	2*	
600538	Southwest Middle School	0	0	1	1	2	2	
600546	Statesville Road Elementary	0	0	1	0	2	0	
600549	Steele Creek Elementary	0	1	0	2	1	2*	
600566	University Meadows Elem	1	0	1	0	0	0	EXITED READING
600571	Villa Heights Elementary					0	0	
600576	West Charlotte High	1	1	2	2	3	3	
600579	West Mecklenburg High	1	1	2	2	3	3	
600592	Zebulon B Vance High	1	1	2	2	3	3	
620314	East Middle	0	0	1	1	2	2	
620316	East Montgomery High	0	0	1	1	1*	1*	
620339	West Middle					0	1	
620340	West Montgomery High	1	1	2	2	3	2*	
630336	Pinecrest High	1	0	2	1	2*	1*	
630350	Southern Middle	0	0	1	0	2	1	
640320	Nash Central Middle	0	1	0	2	1	3	
640329	G R Edwards Middle	1	1	1	1	0	0	EXITED READING & MATH
640334	J W Parker Middle	1	0	1	0	0	0	EXITED READING
640340	W L Greene Alternative	1	1	2	2	2*	3	
640346	Nash Central High	1	1	1	1	0	0	EXITED READING & MATH
640350	Northern Nash High	1	1	2	2	3	3	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
640358	Red Oak Middle	0	0	1	1	1*	2	
640361	Rocky Mount High	1	1	1	2	0	2	EXITED READING
640362	Southern Nash Middle	1	1	2	2	3	3	
640364	Southern Nash High	1	0	1	0	0	0	EXITED READING
650326	Emsley A Laney High	0	0	1	1	2	1*	
650342	John T Hoggard High	1	0	1	0	0	0	EXITED READING
650350	M C S Noble Middle					1	0	
650352	New Hanover High	0	1	0	2	1	3	
650354	Lakeside	1	1	2	2	3	3	
660336	Northampton High-East	1	0	2	0	2*	0	
670318	Dixon Middle					1	1	
670322	Hunters Creek Middle	0	1	0	1	0	0	EXITED MATH
670325	Jacksonville Commons Middl	1	0	2	0	3	1	
670351	Swansboro Middle	0	0	1	1	2	2	
680304	A L Stanback Middle					1	1	
680316	Charles W Stanford Middle					0	1	
680332	Orange High					0	1	
680336	Pathways Elementary					1	0	
681314	East Chapel Hill High					0	1	
690316	Pamlico County Middle	0	1	0	2	1	3	
690320	Pamlico County High					1	0	
700308	Elizabeth City Middle	1	1	1	2	0	3	EXITED READING
700310	H L Trigg Community	0	1	0	2	0	2*	
700317	Northeastern High	1	0	2	0	3	1	
700319	Pasquotank County High	0	1	0	2	0	3	
700322	River Road Middle					1	0	
710325	Pender Success Academy	1	0	1	1	0	1*	EXITED READING
710326	Pender High	1	0	1	0	0	0	EXITED READING
720316	Perquimans County High	1	0	1	0	0	0	EXITED READING
720320	Perquimans County Middle					0	1	
730344	Northern Middle	0	1	0	2	1	3	
730352	Person High	1	0	2	0	3	0	
730360	Southern Middle					0	1	
740302	A G Cox Middle	0	1	0	2	1	3	
740308	Ayden Middle	1	0	2	0	3	1	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
740309	Ayden-Grifton High	0	1	0	2	0	2*	
740324	C M Eppes Middle	1	1	2	2	3	3	
740337	E B Aycock Middle	1	1	2	2	3	3	
740340	Farmville Middle	0	1	0	2	1	3	
740366	Junius H Rose High					1	0	
760308	Braxton Craven Middle					1	1	
760318	Eastern Randolph High					1	0	
760338	Northeastern Randolph Middl	1	0	2	0	3	1	
760348	Randleman High					1	0	
760352	Randleman Middle	0	0	1	1	2	2	
760357	Southeastern Randolph Mid					1	1	
760358	Southwestern Randolph High	1	0	1	0	0	0	EXITED READING
760360	Southwestern Randolph Mid	1	1	1	1	0	0	EXITED READING & MATH
760378	Archdale-Trinity Middle					0	1	
761304	Asheboro High	1	0	1	0	0	0	EXITED READING
761308	South Asheboro Middle	0	1	0	2	1	3	
761336	North Asheboro Middle	0	0	1	0	2	1	
770328	Hamlet Junior High	0	1	0	2	1	3	
770342	Leak Street	1	1	2	2	3	3	
770346	Monroe Avenue Elementary	0	0	1	0	2	1	
770348	Richmond Senior High	1	0	2	0	3	0	
770360	Rockingham Junior High	0	0	1	1	2	2	
770370	Washington Street	1	0	1	0	0	1	EXITED READING
780342	Lumberton Senior High	1	1	2	2	3	3	
780391	Red Springs High	1	1	2	2	3	3	
780401	Saint Pauls High	1	1	2	2	3	3	
780402	South Robeson High	1	0	2	0	3	0	
780420	Purnell Swett High	1	1	2	2	3	2*	
790330	J E Holmes Middle	0	1	0	2	1	2*	
790366	Reidsville High	1	0	2	0	2*	1	
790374	Reidsville Middle					1	1	
790380	Rockingham County Middle					0	1	
790392	The SCORE Center	1	1	2	2	2*	2*	
790394	Western Rockingham Middle	0	1	0	2	1	2*	
800308	Henderson Independent High					0	1	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
800314	Charles C Erwin Middle	1	0	1	0	0	1	EXITED READING
800320	China Grove Middle	1	1	2	2	3	3	
800363	Knox Middle	1	0	2	1	3	2	
800376	North Rowan High	1	0	2	0	3	1	
800377	North Rowan Middle					1	1	
800398	Southeast Middle					1	1	
800400	South Rowan High	1	0	2	0	2*	0	
800410	West Rowan Middle	0	1	1	2	2	3	
810324	Chase High					1	0	
810326	Chase Middle	1	1	2	1	2*	0	
810342	East Rutherford Middle					1	1	
810378	R-S Middle	0	0	1	0	2	1	
810384	R-S Central High					0	1	
810386	Rutherford Opportunity Cente	1	0	1	0	0	0	EXITED READING
820388	Union High	0	0	1	0	2	0	EXITED READING
821308	Clinton High	1	0	2	0	3	0	
830316	East Laurinburg	0	1	0	2	0	2*	
830346	Scotland High	1	0	1	0	0	0	EXITED READING
830349	Spring Hill Middle	1	0	1	0	0	0	EXITED READING
830350	Sycamore Lane Middle	1	0	1	0	0	0	EXITED READING
840302	Albemarle High	1	0	2	0	3	0	
840303	Albemarle Middle	0	1	0	2	1	3	
850304	Chestnut Grove Middle	1	0	2	0	3	0	
850324	Meadowbrook School	0	1	0	2	0	2*	
850350	Southeastern Stokes Middle	0	1	0	2	1	3	
860330	Meadowview Middle					1	0	
862312	Mount Airy High					1	0	
862316	Mount Airy Middle					0	1	
900308	East Union Middle	1	0	2	0	3	1	
900314	Monroe Middle					1	1	
900316	Forest Hills High					1	0	
900336	Monroe High	1	0	2	1	3	1*	
900352	Prospect Elementary					1	0	
900365	South Providence	1	1	1	2	0	3	EXITED READING
910316	Eaton-Johnson Middle	1	1	2	2	3	3	

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
910320	Henderson Middle					1	1	
910364	Southern Vance High	1	1	2	2	3	3	
910370	Northern Vance High	1	1	2	2	3	3	
920304	Adams Elementary					1	0	
920318	Athens Drive High	1	0	2	0	3	1	
920356	Carnage Middle					1	1	
920360	Carroll Middle	0	1	0	1	0	0	EXITED MATH
920388	Daniels Middle	1	1	2	2	3	3	
920399	Durant Road Middle	1	1	2	2	3	3	
920400	Reedy Creek Middle	1	1	2	2	2*	3	
920404	East Garner Middle					1	1	
920408	East Millbrook Middle	0	1	0	2	0	3	
920410	East Wake Middle	1	1	2	2	2*	3	
920411	East Wake High	1	1	2	1	2*	0	
920412	William G Enloe High	0	1	0	2	0	2*	
920424	Fuquay-Varina Middle	1	0	1	0	0	1	EXITED READING
920428	Fuquay-Varina High	1	0	2	0	2*	0	
920436	Garner High	1	1	2	2	3	3	
920449	Holly Ridge Elementary	1	0	2	0	3	1	
920450	Holly Ridge Middle	0	0	0	1	0	2	
920454	Heritage Elementary					1	0	
920466	Knightdale High					1	0	
920471	Leesville Road Middle	0	1	0	2	0	2*	
920472	Ligon Middle	0	1	0	1	0	0	EXITED READING
920473	Leesville Road High	1	0	2	0	2*	0	
920484	Lufkin Road Middle	1	1	1	1	0	0	EXITED READING & MATH
920492	Martin Middle					0	1	
920495	Middle Creek High	1	1	2	2	3	3	
920500	Millbrook High	1	0	2	0	3	1	
920506	Moore Square Museum Magr	0	1	0	2	1	3	
920508	Mount Vernon	0	1	0	2	0	2	
920512	North Garner Middle	1	0	2	0	3	1	
920530	Penny Road Elementary					1	0	
920572	Underwood Elementary					1	0	
920584	Wake Forest Elementary	0	1	0	1	0	0	EXITED MATH

APPENDIX A

LEA Code	School Name	2004-05		2005-06		2006-07		Areas of Progress
		Reading	Math	Reading	Math	Reading	Math	
920588	Wake Forest-Rolesville High	0	1	0	2	1	3	
920592	Wake Forest-Rolesville Mid	1	0	2	0	2*	1	
920598	Weatherstone Elementary	0	1	0	1	0	0	EXITED MATH
920606	West Lake Elementary					1	0	
920608	West Millbrook Middle	1	1	2	2	3	3	
920636	Zebulon Middle	0	1	0	1	0	0	EXITED MATH
930352	Warren County High					1	1	
930354	Warren County Middle	0	0	1	1	2	2	
940308	Creswell High	0	1	0	2	0	2*	
940316	Plymouth High	1	1	2	1	2*	0	
960310	Belfast Academy	1	0	2	0	3	0	
960324	Charles B Aycock High	0	1	1	1	1*	0	EXITED MATH
960335	Goldsboro High	0	1	0	1	1	0	EXITED MATH
960378	Southern Academy	1	1	2	2	3	3	
960380	Southern Wayne High	1	1	2	1	3	0	EXITED MATH
960386	Spring Creek High					1	1	
970315	Central Wilkes Middle					1	0	
970320	East Wilkes High					1	0	
970358	North Wilkes Middle	0	1	0	2	0	2*	
970389	West Wilkes Middle	1	1	2	2	2*	3	
980306	Milton M Daniels Learning Ct	1	0	2	0	3	1	
980318	Beddingfield High	1	0	2	0	3	0	
980336	Fike High					1	0	
980338	Forest Hills Middle	1	1	2	2	2*	3	
980342	James Hunt High					1	0	
980380	Speight Middle	1	1	1	1	0	0	EXITED READING & MATH
990340	Yadkin Success Academy	1	1	2	2	2*	2*	

1 = Year 1 of LEA Improvement Status

2 = Year 2 of LEA Improvement Status

3 = Year 3 of LEA Improvement Status

TITLE I School Improvement Changes

Revised January 3, 2007

School	School Name	Change	Reason
640327	Fairview Early Childhood	change from year 2 R and M to not in improvement	no longer a school
940306	Creswell Elementary	change from year 2 R to not in improvement	historic improvement status resolved
920536	Powell Elementary	from not in improvement to year 1 M	historic funding status resolved
260302	Alma O Easom Elementary	from year 1 M To not in improvement	current funding status resolved
600360	Marie G Davis Middle	from year 3 R and 1 M to not in improvement	School is closed
530314	East Lee Middle	from year 1 R and M to not in improvement	current funding status resolved

2005-06 ABCs Status Changes Revised January 3, 2007

Date	Year	LEA	School	School Name	Type	Old Status	New Status	Reason
12/19/2006	2006	240	376	Tabor City Middle	R	Low Performing	Priority	Data submitted late
12/19/2006	2006	181	318	Catawba Valley High	A	No Recognition	Expected Growth	Data correction from LEA

2005-06 AYP Status Changes Revised January 3, 2007

Date	LEA	School	School Name	Old Status	New Status	Reason
12/12/2006	11K000	11K000	Francine Delany New School	not met	met	data changes

EXECUTIVE SUMMARY

Title: Recommended Final Academic Achievement Standards (Cut Scores) for the NCCLAS Alternate Assessment

Type of Executive Summary:

- Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy #HSP-C-024
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other NCLB

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

The recommended final academic achievement standards (cut scores) for the North Carolina Checklist of Academic Standards (NCCLAS) are being provided for adoption on first reading at the January 2007 meeting of the State Board of Education. The NCCLAS is a newly designed alternative assessment that was initially implemented during the 2005-06 school year. The assessment measures grade-level competencies for eligible English Language Learners (ELL) and eligible students with disabilities using a checklist format. The SBE adopted interim standards for this assessment at its December 2005 meeting. The NCCLAS requires teachers (raters) to use a checklist format to assess students in the areas of reading grades 3-8 and 10; mathematics grades 3-8 and 10; writing grades 4, 7, and 10; and for each course requiring an end-of-course test: Algebra I, Algebra II, Geometry, English I, Physical Science, Biology, Chemistry, Physics, Civics and Economics, and U. S. History. A group of practitioners (25) used the Reasoned Judgment method on November 28, 2006 at NCSU-McKimmon Center to review the interim standards and subsequent NCCLAS impact data from 2005-06. The standard setting sessions were facilitated by an independent external test and measurement specialist from the Research Triangle Institute (RTI). After a careful review of the NCCLAS assessment standards the recommendation by the group is that there be no changes at this time and that the interim cut scores be adopted as the final standards without any changes at any level of the assessment.

Resources:

The staff from test development at NCDPI, the performance assessment staff at NCSU-TOPS, some representatives from other sections and divisions within the agency, and the facilitator who is employed by RTI, a group practitioners.

Input Process:

Input from a group of practitioners serving as panelists, the test and measurement facilitator from RTI, staff from the test development section and from NCSU-TOPS, and staff from the department have provided input into the recommendation.

Stakeholders:

Public school educators, the exceptional children's community, the ELL community, state and federal policy makers, and the general public

Timeline For Action:

The department recommends action on first reading at the January 2007 meeting of the SBE for implementation for the 2006-07 school year.

Recommendations:

The department recommends that the interim academic achievement standards (cut scores) for NCCLAS, an alternative assessment, be approved as final for implementation effective with the 2006-07 school year.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-024

Policy Title: Policy delineating ~~Interim (2005-06 school year)~~ Academic Achievement Standards (cut scores for the North Carolina Checklist of Academic Standards (NCCLAS))

Current Policy Date: 03/02/2006

Other Historical Information: 12/01/2005, 02/02/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Interim-NCCLAS End-of-Course Achievement Level Cut Scores

Course	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Algebra I	4-5	6-8	9-13	14-16
Algebra II	4-5	6-9	10-13	14-16
Geometry	4-6	7-9	10-13	14-16
Biology	4-6	7-8	9-13	14-16
Chemistry	4-6	7-9	10-13	14-16
Physics	4-5	6-9	10-13	14-16
Physical Science	4-6	7-9	10-13	14-16
U.S. History	4-5	6-8	9-13	14-16
Civics and Economics	4-5	6-8	9-13	14-16
English I	4-6	7-8	9-13	14-16

Interim-NCCLAS Mathematics End-of-Grade Achievement Level Cut Scores

GRADE	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Mathematics 3	4-5	6-8	9-13	14-16
Mathematics 4	4-5	6-8	9-13	14-16
Mathematics 5	4-5	6-8	9-13	14-16
Mathematics 6	4-5	6-8	9-13	14-16
Mathematics 7	4-5	6-8	9-13	14-16
Mathematics 8	4-5	6-8	9-13	14-16
Mathematics 10	4-5	6-9	10-13	14-16

Interim-NCCLAS Reading End-of-Grade Achievement Level Cut Scores

GRADE	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Reading 3	4-5	6-8	9-13	14-16
Reading 4	4-5	6-8	9-13	14-16
Reading 5	4-5	6-8	9-13	14-16
Reading 6	4-5	6-8	9-13	14-16
Reading 7	4-5	6-8	9-13	14-16
Reading 8	4-5	6-8	9-13	14-16
Reading 10	4-5	6-8	9-12	13-16

Interim-NCCLAS Writing Achievement Level Cut Scores

GRADE	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Writing 4	4-6	7-9	10-13	14-16
Writing 7	4-6	7-9	10-13	14-16
Writing 10	4-6	7-9	10-13	14-16

Achievement Level Descriptors—North Carolina Checklist of Academic Standards (NCCLAS), (A North Carolina Alternate Assessment)

Achievement Level Descriptors—NCCLAS Grade 3 Reading EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students show little evidence of applying reading skills and strategies required to comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 3. Students typically show evidence of literal comprehension of a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions, and locate information in a variety of texts, including charts, maps, and diagrams.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 3. Students comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, predicting outcomes, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students analyze characters, identify problems, and determine meaning of unfamiliar vocabulary.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students comprehend with depth of understanding a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting and integrating information. They apply a more sophisticated understanding of text features and structures to comprehend. Students interpret figurative language and analyze author's word choice.

Achievement Level Descriptors—NCCLAS Grade 4 Reading EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 4. Students typically show evidence of literal comprehension of a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply some knowledge of text structure and make connections to information beyond the text. They may also draw simple conclusions, make predictions, and interpret information in a variety of texts including graphs, charts, and maps.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 4. Students comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine author's word choice and identify author's purpose. They interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students comprehend with depth of understanding a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also interpret figurative language and analyze author's word choice.

Achievement Level Descriptors—NCCLAS Grade 5 Reading EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 5. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 5. Students typically show evidence of literal comprehension of a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply knowledge of text structure to locate information for specific purposes. They may also draw simple conclusions, make basic inferences, identify sequence of events, analyze characters, and interpret information in a variety of texts.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* for grade 5. Students comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine plot and analyze author's word choice and figurative language. They apply skills and strategies such as predicting, making inferences, drawing conclusions, comparing and contrasting, and making connections to interpret and evaluate text. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina Standard Course of Study for Grade 5. Students comprehend with depth of understanding a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine and evaluate relationships. They extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also determine the effectiveness of figurative language and analyze author's craft.

Achievement Level Descriptors—NCCLAS Grade 6 Reading EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show little to no evidence of reading skills and strategies required to comprehend a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 6. Students typically show evidence of literal comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, show evidence of utilizing text structure, make connections to prior knowledge, and apply strategies such as determining meaning of unfamiliar vocabulary through context clues.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 6. Students show evidence of comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, draw conclusions, and determine author's purpose. Students compare and contrast elements within text and analyze the effect of figurative language, author's craft, and literary elements.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show evidence of deep comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and examine underlying assumptions. Students compare and contrast elements within and between texts. They also analyze the effect of figurative language, author's craft, and literary elements.

Achievement Level Descriptors—NCCLAS Grade 7 Reading EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show little to no evidence of reading skills and strategies required to comprehend a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 7. Students typically show evidence of literal comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They apply strategies such as determining meaning of unfamiliar vocabulary through context clues. Students may recognize organizational structure and relationships. They make connections within text and examine the purpose of the author.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 7. Students show evidence of comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They infer, draw conclusions, and analyze author's purpose. Students synthesize and apply elements within text to make meaning based on evidence. They analyze literary elements and different points of view.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show evidence of deep comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They integrate and apply information in a variety of situations, as well as consider the implications of figurative language, author's craft, and literary elements.

Achievement Level Descriptors—NCCLAS Grade 8 Reading EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students show little to no evidence of reading skills and strategies required to comprehend a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 8. Students show evidence of literal comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions and apply information in text to new situations. They also use context clues to determine meaning of unfamiliar vocabulary and demonstrate initial understanding of the effects of figurative language.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 8. Students show evidence of comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students make inferences, draw conclusions, and evaluate author's purpose and stance. They evaluate the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism. Students compare and contrast elements within the text and extend ideas beyond the text.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students comprehend with breadth and depth a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and analyze the impact of details to determine underlying assumptions. Students consistently compare and contrast elements within and between texts. They show evidence of a sophisticated analysis of the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism.

Achievement Level Descriptors—NCCLAS Grade 3 Mathematics EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I show minimal conceptual understanding and computational accuracy and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level Descriptors—NCCLAS Grade 4 Mathematics EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I show minimal conceptual understanding and computational accuracy; and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level Descriptors—NCCLAS Grade 5 Mathematics EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I usually show minimal conceptual understanding and computational accuracy; and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use

appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level Descriptors—NCCLAS Grade 6 Mathematics EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I lack conceptual understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit inconsistent performance and show limited evidence of conceptual understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent

relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level Descriptors—NCCLAS Grade 7 Mathematics EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I lack conceptual understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit inconsistent performance and show limited evidence of conceptual understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level Descriptors—NCCLAS Grade 8 Mathematics EOG Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I lack conceptual understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit inconsistent performance and show limited evidence of conceptual understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level Descriptors—NCCLAS Grade 4 Writing Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task and provide some sense of story. The narrative lacks a sense of logical progression, the topic/subject is not developed, and there is a lack of control of organizational structure and details. The students display an insufficient knowledge of vocabulary and skills in conventions necessary to be successful at the next grade level.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II have unevenly developed narratives with some lapses in the logical progression and the connections between and among ideas. There are some inappropriate and/or sparse details and elaboration provided and readability may detract and/or interfere with the focus on the topic/subject of the narrative. The students display a lack of ability to appropriately use vocabulary and conventions and are minimally prepared to be successful at the next grade level.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III have effectively employed a strategy that connects the beginning, middle, and end of the narrative. The ideas presented are relevant and the elaboration is sufficient, resulting in a reasonable sense of completeness. The students display an appropriate use of vocabulary and conventions and are well prepared for the next grade level.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV have effectively crafted a narrative that demonstrates a strong sense of story that progresses logically from one developed idea to another, resulting in a sense of overall completeness. The students display a skillful use of precise and purposeful vocabulary clearly beyond that required to be proficient at grade level work.

Achievement Level Descriptors—NCCLAS Grade 7 Writing Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. The students display a lack of minimal sentence fluency and use inappropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lapse into a loss of focus on the topic/subject when the support or elaboration is sparse or incomplete. The students display limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III provide some specific, relevant details in support of the topic/subject and sufficiently elaborated details progress logically. The students employ the use of a variety of sentence structures and vocabulary appropriate to the purpose, audience, and context of the task and are well prepared for the next grade level.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV provide well developed elaboration supporting the topic/subject and have skillfully crafted a logical, fluid, progression of ideas through the use of complex strategies of development. The students use language skillfully and effectively clearly beyond that required to be proficient at grade level work.

Achievement Level Descriptors—NCCLAS Grade 10 Writing Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is weak, inconsistent, or little or no sense of progression from one idea to another, resulting in a loss of focus on the topic/subject. Little or no relevant details are present that support the topic/subject. The students display a lack of minimal knowledge of sentence structure, usage, spelling, and punctuation necessary to be successful at the next grade level.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit some sense of control of the purpose, audience, and context of the response. An organizational structure establishing minimal relatedness between and among ideas and/or events impacts logical progression and a few general or unelaborated details are present. The students display patterns of errors in conventions and are minimally prepared to be successful at the next grade level.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III maintain consistent control of the purpose, audience, and context of the response. A sense of organization, a logical progression of ideas, and sufficiently developed support and elaboration are present. Students display a consistent control of conventions and style and are well prepared for the next grade level.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate the use of higher order thinking skills in presenting a unified progression of ideas while examining the relationships between and among those ideas. In-depth support and elaboration is shown through the use of precise, appropriate language. Students display a skillful use of conventions and style clearly beyond that required to be proficient at grade level work.

of Achievement Level Descriptors—NCCLAS Algebra I EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level Descriptors—NCCLAS Algebra II EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level Descriptors—NCCLAS Geometry EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level Descriptors—NCCLAS English I EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I demonstrate the need to develop the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students typically can identify and correct rudimentary language convention errors such as incorrect verb usage and double negatives. Students show little to no evidence of reading skills and strategies required to comprehend a variety of ninth grade level expressive, informational, argumentative, critical and literary texts.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent application of the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students typically can apply knowledge of grammar and language usage to identify and correct language convention errors in areas such as simple sentence structure and punctuation. Students show evidence of literal comprehension of a variety of ninth grade level expressive, informational, argumentative, critical, and other literary works. They show initial understanding of literary devices and elements. Students may also successfully apply strategies such as determining meaning of unfamiliar vocabulary through context clues and identifying main idea and author's purpose.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate consistent application of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. Students are consistently able to comprehend and analyze a variety of ninth grade level expressive, informational, argumentative, critical, and other literary texts. Students can infer, generalize, draw conclusions and make connections between texts. Students can analyze the impact of details and literary elements and devices (such as characterization, dialect, imagery, and symbolism) on the work as a whole.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV demonstrate a strong command of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. By inferring, generalizing, drawing conclusions, and making connections between texts, students comprehend with breadth and depth a variety of

ninth grade level texts. Students can analyze the impact of details and literary elements and devices on the work as a whole. Students can analyze and evaluate purpose, audience, context, and elements of communication particular to expressive, informational, critical, argumentative, and other literary texts.

Achievement Level Descriptors—NCCLAS Physical Science EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of physical science concepts. They have minimal understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of physical science concepts. They have limited understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of physical science concepts and are prepared for more advanced science courses. They have an adequate understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of physical science concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level Descriptors—NCCLAS Biology EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of biological concepts. They have a minimal understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of biological concepts. They have a limited understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of biological concepts and are prepared for more advanced science courses. They have an adequate understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of biological concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level Descriptors—NCCLAS Chemistry EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of chemical concepts. They have minimal understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of chemical concepts. They have limited understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of chemical concepts and are prepared for more advanced science courses. They have an adequate understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of chemical concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level Descriptors—NCCLAS Physics EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of the concepts relating to physics. They have minimal understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light; thermodynamics, and electricity and magnetism.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of the concepts relating to physics. They have limited understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of the concepts relating to physics and are prepared for more advanced science courses. They have an adequate understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of concepts relating to physics and are very well prepared for more advanced science courses. They have an advanced level of understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

Achievement Level Descriptors—NCCLAS Civics and Economics EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Level I identify the basic foundations, values, and principles of the American political system; the structure of basic governmental institutions at the state and national level and the ways in which these institutions resolve conflict; the basic features of and the factors that influence the United States system; and the economic and political responsibility of citizens.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Level II describe the basic foundations, values, and principles of the American political and economic systems; and the structures of governmental and economic institutions at the state and national level; the ways in which individuals and groups resolve conflicts; explain how laws are enacted and implemented at the national level; and the factors that influence individuals to make economic and political choices.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Level III compare the historical foundations of American democracy to practices elsewhere and analyze how basic values and principles are established by the United States Constitution; analyze the sources and structure of local, state, and national governments, how political and legal systems resolve conflicts; how laws are enacted and implemented at the local, state, and national levels; and analyze features of the United States economic system.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV evaluate the importance of the historical foundations of American democracy and analyze historical documents for values and principles found in the U.S. Constitution; explain the development of constitutional values and principles through the structures of local, state, and national governments; explain how the interaction of political and economic systems at all levels resolves conflict through the implementation and enforcement of laws; analyze the interaction of the elements of the U.S. economic system and the impact of economic choices made by individuals and groups.

Achievement Level Descriptors—NCCLAS U. S. History EOC Assessment

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Level I identify institutions in the emerging republic, causes of the Civil War, groups involved in Westward expansion, reasons for United States involvement in world conflicts, Progressive movement reforms; define terms associated with nationalism, sectionalism, and expansionism; and list innovations in technology, causes of the Great Depression, and major events since World War II.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Level II describe the institutions of the emerging republic and the elements involved in nationalism, expansionism, and sectionalism, including the impact on domestic conflicts as well as social and political reforms, the causes and effects of world conflicts and the social changes in the 1920s and 1930s; identify important business practices; categorize Progressive movement reforms; and classify economic, political, and social developments in the 20th century.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Level III analyze the effectiveness of emerging institutions in the new republic, the competing forces of nationalism, sectionalism, the impact of domestic conflicts, the impact of technology on economic, political, and social life in America, the causes and effects of the United States' rise to power, including world conflicts, the economic, social, and political changes of the early twentieth century; trace the economic, social, and political developments and identify their significance; and identify trends in domestic and foreign policy.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV evaluate the effectiveness of the emerging institutions of the New Republic, the impact of technology on economic, political and social life in America, the trends and impact of economic, political, and social developments of the twentieth century; and assess the competing forces of expansionism, nationalism, and sectionalism including the impact on domestic conflicts and social and political reforms, the causes and effects of the United States' rise as a world power, its role in world conflicts and trends in foreign affairs, and the significance of the developments of the twentieth century for the lives of Americans.

EXECUTIVE SUMMARY

Title: Recommended Final Academic Achievement Standards (Cut Scores) for the Social Studies EOC Tests

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy #HSP-C-010
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

The recommended final academic achievement standards (cut scores) for the North Carolina EOC tests in the areas of U. S. History and Civics and Economics are being provided for adoption on first reading at the January 2007 meeting of the State Board of Education. The revised U. S. History and the new Civics and Economics end-of-course tests were implemented initially as operational tests effective with the fall 2005 administration. The impact test data used to review the standards for the social studies tests were generated from the 2005-06 school year (fall block, spring block, and year-long courses). The final standards are to be implemented effective with the 2006-07 school year. The final standards for U. S. History and Civics and Economics EOC tests resulted from a recommendation of practitioners who met on December 11 and 12, 2006, in sessions facilitated by the Data Recognition Corporation to review the existing interim standards adopted by the SBE in February 2006, and to use the Item-Mapping procedure to either validate those standards or make a recommendation to modify the standards. The department originally used the Contrasting Groups method to set the interim standards.

The recommended final cut scores for the revised U. S. History and the new Civics and Economics EOC tests will be provided at the January 2007 meeting of the State Board of Education along with the impact data.

Resources:

Staff psychometricians, staff at NCSU, and other staff from Test Development Section at NCDPI, the test development staff at NCSU-TOPS, and some representatives from other sections and divisions within the agency, a group of social studies practitioners, facilitators from the Data Recognition Corporation

Input Process:

Recommendation from social studies teachers serving as panelists during the item-mapping session, staff from the test development section, staff from test development at NCSU-TOPS, and staff from other sections and divisions in the department have provided input into the recommendation.

Stakeholders:

Public school educators, the exceptional children's community, the ELL community, state and federal policy makers, and the general public

Timeline For Action:

The department recommends that the final academic achievement standards (cut scores) be adopted on first reading at the January 2007 meeting of the SBE.

Recommendations:

The department recommends that the Board amend policy HSP-C-010 and that the final academic achievement standards (cut scores) for the revised U. S. History and the Civics and Economics EOC tests be approved using the Reasoned Judgment Standard Setting Methodology.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-010

Policy Title: Policy setting the achievement levels for the end-of-course tests, including English II under the ABCs Model

Current Policy Date: 03/02/2006

Other Historical Information: Previous board dates: 09/04/1997, 12/03/1998, 11/04/2004, 02/02/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The following achievement level ranges and interim achievement level ranges for end-of-course multiple-choice assessments have been approved by the State Board of Education for use in the ABCs Accountability Program:

**Achievement Level Ranges for North Carolina
End-of-Course Tests**

Test	Level I	Level II	Level III	Level IV
Algebra I	less than or equal to 44	45-54	55-65	greater than or equal to 66
English I	less than or equal to 42	43-51	52-60	greater than or equal to 61
Biology	less than or equal to 46	47-54	55-64	greater than or equal to 65
U.S. History (Interim for 2005-06)	less than or equal to 139	140-149	150-159	greater than or equal to 160
U.S. History (for 2006-07 and beyond)	less than or equal to 139	140-148	149-159	greater than or equal to 160
Civics & Economics (Interim for 2005-06)	less than or equal to 139	140-148	149-158	greater than or equal to 159

Civics & Economics (for 2006-07 and beyond)	less than or equal to 140	141-147	148-159	greater than or equal to 160
Algebra II	less than or equal to 45	46-57	58-68	greater than or equal to 69
Chemistry	less than or equal to 47	48-55	56-64	greater than or equal to 65
Geometry	less than or equal to 45	46-56	57-66	greater than or equal to 67
Physics	less than or equal to 42	43-51	52-62	greater than or equal to 63
Physical Science	less than or equal to 43	44-53	54-63	greater than or equal to 64

Achievement Level **Descriptors--Algebra I EOC Test**

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using

linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

Achievement Level Descriptors--Algebra II EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

Achievement Level Descriptors--Geometry EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

Achievement Level Descriptors—English I EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I demonstrate the need to develop the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students typically can identify and correct rudimentary language convention errors such as incorrect verb usage and double negatives. Students show little to no evidence of reading skills and strategies required to comprehend a variety of ninth grade level expressive, informational, argumentative, critical and literary texts.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent application of the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students typically can apply knowledge of grammar and language usage to identify and correct language convention errors in areas such as simple sentence structure and punctuation. Students show evidence of literal comprehension of a variety of ninth grade level expressive, informational, argumentative, critical, and other literary works. They show initial understanding of literary devices and elements. Students may also successfully apply strategies such as determining meaning of unfamiliar vocabulary through context clues and identifying main idea and author's purpose.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate consistent application of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. Students are consistently able to comprehend and analyze a variety of ninth grade level expressive, informational, argumentative, critical, and other literary texts. Students can infer, generalize, draw conclusions and make connections between texts. Students can analyze the impact of details and literary elements and devices (such as characterization, dialect, imagery, and symbolism) on the work as a whole.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV demonstrate a strong command of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. By inferring, generalizing, drawing conclusions, and making connections between texts, students comprehend with breadth and depth a variety of ninth grade level texts. Students can analyze the impact of details and literary elements and devices on the work as a whole. Students can

analyze and evaluate purpose, audience, context, and elements of communication particular to expressive, informational, critical, argumentative, and other literary texts.

Achievement Level Descriptors--Physical Science EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of physical science concepts. They have minimal understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of physical science concepts. They have limited understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of physical science concepts and are prepared for more advanced science courses. They have an adequate understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of physical science concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

Achievement Level Descriptors—Biology EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of biological concepts. They have a minimal understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of biological concepts. They have a limited understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of biological concepts and are prepared for more advanced science courses. They have an adequate understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of biological concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

Achievement Level Descriptors—Chemistry EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of chemical concepts. They have minimal understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of chemical concepts. They have limited understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of chemical concepts and are prepared for more advanced science courses. They have an adequate understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of chemical concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

Achievement Level Descriptors—Physics EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of the concepts relating to physics. They have minimal understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light; thermodynamics, and electricity and magnetism.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of the concepts relating to physics. They have limited understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of the concepts relating to physics and are prepared for more advanced science courses. They have an adequate understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Achievement Level IV demonstrate superior understanding of concepts relating to physics and are very well prepared for more advanced science courses. They have an advanced level of understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

Achievement Level Descriptors—Civics and Economics EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Level I identify the basic foundations, values, and principles of the American political system; the structure of basic governmental institutions at the state and national level and the ways in which these institutions resolve conflict; the basic features of and the factors that influence the United States system; and the economic and political responsibility of citizens.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Level II describe the basic foundations, values, and principles of the American political and economic systems; and the structures of governmental and economic institutions at the state and national level; the ways in which individuals and groups resolve conflicts; explain how laws are enacted and implemented at the national level; and the factors that influence individuals to make economic and political choices.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Level III compare the historical foundations of American democracy to practices elsewhere and analyze how basic values and principles are established by the United States Constitution; analyze the sources and structure of local, state, and national governments, how political and legal systems resolve conflicts; how laws are enacted and implemented at the local, state, and national levels; and analyze features of the United States economic system.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV evaluate the importance of the historical foundations of American democracy and analyze historical documents for values and principles found in the U.S. Constitution; explain the development of constitutional values and principles through the structures of local, state, and national governments; explain how the interaction of political and economic systems at all levels resolves conflict through the implementation and enforcement of laws; analyze the interaction of the elements of the U.S. economic system and the impact of economic choices made by individuals and groups.

Achievement Level Descriptors—U. S. History EOC Tests

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Level I identify institutions in the emerging republic, causes of the Civil War, groups involved in Westward expansion, reasons for United States involvement in world conflicts, Progressive movement reforms; define terms associated with nationalism, sectionalism, and expansionism; and list innovations in technology, causes of the Great Depression, and major events since World War II.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Level II describe the institutions of the emerging republic and the elements involved in nationalism, expansionism, and sectionalism, including the impact on domestic conflicts as well as social and political reforms, the causes and effects of world conflicts and the social changes in the 1920s and 1930s; identify important business practices; categorize Progressive movement reforms; and classify economic, political, and social developments in the 20th century.

Achievement Level III

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Level III analyze the effectiveness of emerging institutions in the new republic, the competing forces of nationalism, sectionalism, the impact of domestic conflicts, the impact of technology on economic, political, and social life in America, the causes and effects of the United States' rise to power, including world conflicts, the economic, social, and political changes of the early twentieth century; trace the economic, social, and political developments and identify their significance; and identify trends in domestic and foreign policy.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV evaluate the effectiveness of the emerging institutions of the New Republic, the impact of technology on economic, political and social life in America, the trends and impact of economic, political, and social developments of the twentieth century; and assess the competing forces of expansionism, nationalism, and sectionalism including the impact on domestic conflicts and social and political reforms, the causes and effects of the United States' rise as a world power, its role in world conflicts and trends in foreign affairs, and the significance of the developments of the twentieth century for the lives of Americans.

Table 1

Contrasting Groups	(collected SY 2005-06)					
Achievement Level	I	II	III	IV	Total % Proficient	
teacher assigned %	12.26	27.87	39.95	19.92	59.87	note 1
SY 2005-06 empirical %	12.29	27.86	41.35	18.49	59.84	note 2
approx. raw score ranges	0 to 32	33 to 46	47 to 64	65 to 80		
scale score ranges	up to 139	140 to 148	149 to 159	160 to 181		
Item Mapping	(panel convened Dec 2006)					
Achievement Level	I	II	III	IV	Total % Proficient	
panel assigned %	16.3	16.9	51.5	15.3	66.80	
SY 2005-06 empirical %	17.30	15.77	51.15	15.77	66.92	
approx. raw score ranges	0 to 35	36 to 43	44 to 66	67 to 80		
scale score ranges	up to 141	142 to 146	147 to 160	161 to 181		
Reasoned Judgment	(panel convened Dec 2006)					
Achievement Level	I	II	III	IV	Total % Proficient	
panel assigned %	<15%	25%	45%	about 20%	between 60-65%	
SY 2005-06 empirical %	14.07	22.82	44.61	18.49	63.10	
approx. raw score ranges	0 to 33	34 to 44	45 to 64	65 to 80		
scale score ranges	up to 140	141 to 147	148 to 159	160 to 181		note 3

Notes

- 1 Total % proficient = sum of % in levels III and IV
- 2 Empirical percents were selected to be as close as possible to the panelist-supplied data
- 3 Differences from interim highlighted in **bold red** font

Table 2

Interim Standards						
Achievement Level	I	II	III	IV	Total % Proficient	
SY 2005-06 empirical %	12.29	27.86	38.56	21.28	59.84	
approx. raw score ranges	0 to 32	33 to 46	47 to 63	64 to 80		
scale score ranges	up to 139	140 to 148	149 to 158	159 and over		

Table 1

Contrasting Groups	(collected SY 2005-06)					
Achievement Level	I	II	III	IV	Total % Proficient	
teacher assigned %	13.70	29.93	37.84	18.53	56.37	note 1
SY 2005-06 empirical %	14.22	29.19	38.81	17.75	56.56	note 2
approx. raw score ranges	0 to 29	30 to 43	44 to 63	64 to 80		
scale score ranges	up to 140	141 to 149	150 to 160	161 to 183		
Item Mapping	(panel convened Dec 2006)					
Achievement Level	I	II	III	IV	Total % Proficient	
panel assigned %	13.6	16.1	48.1	22.2	70.30	
SY 2005-06 empirical %	14.22	17.56	47.39	20.80	68.19	
approx. raw score ranges	0 to 29	30 to 37	38 to 61	62 to 80		
scale score ranges	up to 140	141 to 146	147 to 159	160 to 183		
Reasoned Judgment	(panel convened Dec 2006)					
Achievement Level	I	II	III	IV	Total % Proficient	
panel assigned %	<15%	25%	40%	about 20%	between 60-65%	
SY 2005-06 empirical %	12.10	26.88	40.19	20.80	60.99	
approx. raw score ranges	0 to 28	29 to 42	43 to 61	62 to 80		
scale score ranges	up to 139	140 to 148	149 to 159	160 to 183	note 3	

Notes

- 1 Total % proficient = sum of % in levels III and IV
- 2 Empirical percents were selected to be as close as possible to the panelist-supplied data
- 3 Differences from interim highlighted in **bold red** font

Table 2

Interim Standards						
Achievement Level	I	II	III	IV	Total % Proficient	
SY 2005-06 empirical %	12.10	31.31	35.76	20.80	56.56	
approx. raw score ranges	0 to 28	29 to 43	44 to 61	62 to 80		
scale score ranges	up to 139	140 to 149	150 to 159	160 and over		

A Brief Description of Standard Setting Techniques

The following information was excerpted from *Setting Standards for Alternate Assessments (Synthesis Report 42)* which was published in April 2002 by the National Center on Educational Outcomes in collaboration with the Council of Chief State School Officers (CCSSO) and the National Association of State Directors of Special Education (NASDSE).

Although the language for the chart was described in the report on setting standards for alternate assessments, the same techniques are used also to set standards on traditional multiple-choice assessments. Data from a combination of the techniques included in the chart were used to set the recommended standards for the North Carolina End-of-Course Tests in U. S. History and Civics and Economics.

Standard Setting Techniques

Technique	Description
<p>Contrasting Groups</p> <p>(Data collected from teachers during the fall 2005 administration of the EOC tests -applied empirically to fall 2005-06 data.)</p>	<p>In this technique, a group of teachers familiar with the students, and with the definitions of the various groups into which the students are to be placed, separate the students into these groups based on their observations of the students in their classroom (Livington & Zeikey, 1982); then, the assessment scores in each of the groups are calculated. The distribution of scores among the different groups is examined; typically, where the scores between the two groups overlap is where the “cut score” between the two groups is set since this the point at which the classification errors are minimized.</p> <p>The Contrasting Groups technique can be used with any type of assessment.</p>
<p>Bookmarking or Item Mapping</p> <p>(Two-day session held in Raleigh on December 11 and 12, 2006 with approximately 20 U. S. History teachers, approximately 20 Civics & Economics teachers and experts working with Data Recognition Corporation to establish recommended cut scores).</p>	<p>In this technique, an appropriate group (either an expert panel, a representative group of users, or a policymaker group) reviews a specially-constructed test booklet that is arranged in item difficulty order (Lewis, Mitzel, & Green, 1996). The standard setter (panelist) is asked to mark the spot in a specially constructed test booklet (arranged in order of item difficulty) where a set percentage of minimally-proficient or minimally-advanced students would pass the item. An alternate method is for the standard setter (panelist) to mark where the difference in performance of the proficient and advanced student on an exercise is a desired minimum percentage of students.</p> <p>The Item-Mapping technique has the advantage of being usable with both multiple-choice and constructed response-exercises.</p>
<p>Reasoned Judgment</p> <p>(This technique was used during the week of December 13, 2006 through December 19, 2006 to analyze data from various techniques and to make recommendation to agency leadership. The staff included staff from Testing, NCSU-TOPS, and Curriculum and School Reform.</p>	<p>This technique is described as the most straight-forward manner in which to set standards. This techniques requires an appropriate group (either an expert panel, a representative group of users, or a policymaker group) to examine the score scale and to divide the full range of possible scores into the number of desired categories (Kingston, Kahl, Sweeney, and Bay, 2001). For example, a 32-point scale might be divided into 4 categories of approximately equal number of points (or different numbers of point is each of the categories), as the group sees fit. The advantage of this strategy is that it takes little time, requires little in the way of process, and does not hide the standard setting in a cloak of mysterious statistical procedures. Presumably, the rationale for the choices is relatively evident.</p> <p>The Reasoned Judgment technique can be used to set standards on any type of assessment.</p>

EXECUTIVE SUMMARY

Title: Science Laboratory Safety

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #HSP-F-017
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Wandra C. Polk (Director, Division of Secondary Education)

Description:

The original Science Laboratory Safety Policy was adopted August 4, 2005, and is being revised to more clearly delineate the roles and responsibilities of those charged with ensuring that science classrooms are safe and hazard free. These changes in the policy also better align the responsibilities of the Department of Public Instruction staff with the staff capability in time and number.

Resources:

State funds; Federal Math/Science Partnership Funds; business and industry support; Center for Math, Science, and Technology; North Carolina School Boards Association

Input Process:

NC DPI staff, NC School Boards Association, NC Department of Environment and Natural Resources, NC School of Science and Math, science supervisors, Mathematics-Science Education Network, Department of Labor: Occupational Safety and Health Administration, selected college science professors

Stakeholders:

Teachers, students, parents, school administrators, superintendents, central office personnel, school boards, school board attorneys, chemical hygiene officers, safety officers, science curriculum specialists, purchasing agents, facilities and maintenance personnel, professional development coordinators, and public information officers

Timeline For Action:

This item is presented for discussion at the January 2007 SBE meeting and will be returned for action at the February 2007 meeting

Recommendations:

The State Board should review the revised policy in preparation for approval in February 2007.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
 - Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
 - Document Camera (for transparencies or paper documents – white paper preferred)
-

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Standard Course of Study

Policy ID Number: HSP-F-017

Policy Title: Science Laboratory Safety

Current Policy Date: 08/04/2005

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

~~**Responsibility**—The superintendent of the Local Education Agency (LEA) has the ultimate responsibility for the Chemical Hygiene Plan (CHP) for the LEA and must, with other employees, see that it is implemented and provided with continuing support.~~

~~**Purpose of the CHP**—Standard operating procedures, applicable policies, state and federal laws, and professional standards, personal protective equipment and laboratory equipment are to detail required precautions intended to minimize employees of the LEA from health hazards associated with hazardous chemicals used in the science laboratories of the LEA. The CHP is a written program developed and implemented by the LEA.~~

~~**Scope**—Aspects of the CHP should address, include, but are not limited to:~~

- ~~1. identification of hazardous chemicals;~~
- ~~2. minimization of exposure to employees;~~
- ~~3. development of an outline of the responsibilities of the LEA, other administrators, Chemical Hygiene Officer, employees, other identified stakeholders;~~
- ~~4. discussion of safe procedures;~~
- ~~5. determination of lab facilities and equipment needed;~~
- ~~6. discussion of procedures for procurement, distribution, storage of chemicals;~~
- ~~7. actions to address chemical exposure problems;~~
- ~~8. implementation of a plan for monitoring safety equipment and storage areas;~~
- ~~9. establishment of a process for recording and retaining chemical hazard records;~~
- ~~10. establishment of a plan for posting chemical hazard signs and labels;~~
- ~~11. development of a written emergency plan to address accidents involving chemicals;~~
- ~~12. establishment of a science laboratory safety training program for stakeholders;~~

- ~~13. development of a chemical waste disposal program;~~
- ~~14. any additional guidelines for a science laboratory safety program necessary for compliance with laws, codes, and professional standards.~~

~~**Local Availability of the CHP**—The plan will be available to all employees for review and copies located in other areas within the LEA as deemed appropriate by the superintendent.~~

~~**Local Review of the CHP**—The plan will be minimally reviewed on an annual basis by a committee appointed by the superintendent and updated as necessary.~~

~~**Accountability to the State Board of Education (SBE)**—A copy of the updated CHP for each LEA must be submitted to the SBE office by January 31 of each school year.~~

~~**Responsibilities of the SBE and DPI**—DPI will monitor the submission and implementation of the LEA plans. Any LEA may request a DPI review of their CHP and the LEA's Comprehensive Science Safety Program. If compliance is validated, the LEA will be awarded with recognition of compliance by the State Board of Education. DPI will serve as a clearinghouse for dissemination of information necessary to conduct annual updates. Technical assistance to plan a comprehensive science laboratory safety program will be available to the LEAs by DPI staff or SBE-endorsed professional development providers.~~

~~**Professional Development**—Recognizing the liability for incorrect information, providers of Science Laboratory Safety professional development in North Carolina Public Schools must apply for endorsement. The project manager of the Science Laboratory Safety Program for DPI will manage the endorsement process. Minimum criteria for the DPI endorsement to provide Science Laboratory Safety professional development in North Carolina Public Schools must include:~~

- ~~—a minimum of 10 years teaching science in North Carolina (preferably chemistry)~~
- ~~—a minimum of a Master's Degree in Science Education, Chemistry or related science~~
- ~~—a minimum of 40 hours safety training using the N.C. Total Science Safety System®~~
- ~~—a minimum of 40 hours NIOSH safety training for schools (not industry)~~
- ~~—demonstration of ability to lead a science laboratory safety training that is supervised either by DPI staff or a DPI endorsed provider. Training must also use DPI approved materials.~~
- ~~—completion of planning a comprehensive science laboratory safety program for an LEA that is supervised either by DPI staff or a DPI endorsed provider.~~

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Standard Course of Study

Policy ID Number: HSP-F-017

Policy Title: Science Instruction Environment Safety

Current Policy Date: 08/04/2005

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Science Laboratory Safety

Science classrooms, laboratories and other science instruction environments, including those instructional environments that are off school grounds, should be safe for the teachers and students who are expected to work and learn in those environments. The responsibility for creating and maintaining safe environments for science instruction resides with school personnel at the local level. Science teachers are responsible for the safety of students in their classrooms and should continually evaluate and monitor the safety of their programs. The teacher should have the safety training necessary to implement all appropriate safety rules, procedures and protocols. The superintendent, along with central office staff and principals, is responsible for establishing, distributing and implementing throughout the district safety rules, procedures and protocols.

A. School District Requirements (excerpted from the NCSBA's policy code 7265)

The superintendent shall ensure that:

1. all science instruction environments are free of unreasonable hazards to the teachers and students who are expected to work and learn in those environments;
2. all elements of a Chemical Hygiene Plan are met, including, but not limited to, standard operating procedures for handling hazardous chemicals such as the use of personal protective equipment and hygiene practices, control measures to reduce employee exposure to hazardous chemicals, standards for laboratory protective equipment, identification of laboratory procedures and activities requiring prior approval, proper employee training, and the assignment of a Chemical Hygiene Officer;
3. labels on containers of hazardous substances are not removed or defaced, all

material safety data sheets received with incoming shipments are maintained and are readily accessible to employees, and a chemical inventory/inventory tracking system is established and maintained;

4. all employees are trained and apprised of the hazards of chemicals present in the science instruction environment and understand how to report unsafe conditions and perform proper cleanup;
5. all employees have access to a copy of the Hazardous Chemicals Policy and Chemical Hygiene Plan;
6. science laboratories comply with the OSHA Right-to-Know legislation, blood borne pathogens regulations, laboratory standards as provided by the Chemical Hygiene Plan and other safety rules and guidelines, such as DENR/EPA regulations regarding transport and disposal of chemicals;
7. records are established and maintained for any measures taken to monitor employee exposures to hazardous substances and any medical consultations or examinations required;
8. the Chemical Hygiene Plan is reviewed annually by a committee appointed by the superintendent and updated as necessary;
9. a local science laboratory safety policy is adopted and addresses the responsibilities of central office and school staff and updated, as needed;
10. a copy of the Chemical Hygiene plan is available for review upon request; and
11. hazardous waste is properly stored, disposed or removed.

B. The State's Responsibility

The Department of Public Instruction will:

1. assist LEAs in identifying science safety personnel or agencies to review an LEA's Comprehensive Safety Program and Chemical Hygiene Plans, and conduct safety walkthroughs;
2. serve as a clearinghouse for dissemination of information necessary to conduct annual safety updates;
3. collaborate with internal and external safety agencies and organizations to ensure the data and information provided to LEAs is current;
4. develop a Science Safety website for use by LEAs;
5. establish criteria for selection of science safety professional development providers endorsed by the State Board of Education;

6. distribute the approved list of science safety professional development providers to LEAs;
7. request periodic feedback from LEAs regarding the performance of science safety professional development providers; and
8. discontinue any science safety professional development provider whose services do not meet expectations.

C. Criteria for Selection of State Board-Endorsed Science Safety Professional Development Providers

To be endorsed by the State Board of Education, a science safety professional development provider must:

1. have a Master's Degree in Science Education or government or industry experience as a safety officer;
2. provide documentation of 18 hours* or more of Science Certification safety training/instruction from an accredited state or nationally recognized safety agency;
3. have one year or more of documented experience with conducting effective Science Safety workshops in the public school setting or for public school personnel, provided applicants with no experience, can be placed on approved list in probationary status for one year;
4. be accessible and available to LEAs as a resource in science safety matters; and
5. use Department of Public Instruction (DPI) approved materials or other comparable materials produced by reliable safety organizations.

*The number of hours required for teachers to add an endorsement in a particular area or subject.

EXECUTIVE SUMMARY**Title:** Program Approval and Exemption Requests Under the Innovative Education Initiatives Act**Type of Executive Summary:**

Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute ##115C-238.50 Part 9 (General Session 2003-277 - Senate Bill (656))
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Carolyn A. White, Director Learn and Earn.

Description:

An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target: (1) high school students who are at risk of dropping out of high school before attaining a high school diploma or (2) high school students who would benefit from accelerated academic instruction. GS 115C-238.53, (f) states "Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college."

The attachment for this item includes the applying schools, the waivers requested, barriers needing to be removed, and recommendations to support the first year of implementation along with programmatic details and a copy of the enabling legislation.

Resources:

N/A

Input Process:

Personnel of LEA's and community colleges

Stakeholders:

LEAs, community college, UNC and independent college personnel, high schools students, parents, and school staff

Timeline For Action:

This item is presented for discussion at the January 2007 State Board of Education meeting and will be returned for action at the February 2007 SBE meeting.

Recommendations:

The State Board is asked to review the submitted program applications and exemption requests in preparation for approval in February 2007..

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

STATE BOARD OF EDUCATION

2006 Cooperative Innovative High School Programs (Part I)

Innovative Education Initiatives Act Summary

Session Law 2003-277 (SB 656) as amended by S.L. 2005-276 boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities to serve high school students who are at risk of dropping out of school before attaining a high school diploma, or to serve high school students who would benefit from accelerated academic instruction. Students would be eligible to attend these programs as early as ninth grade. The programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a college or university. A program would operate under the terms of a signed written agreement for a term of no more than five school years.

The act further directs “that the boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended.” General Statute (G.S.) 115C-238.51(d) as modified by S.L. 2005-345 further directs that the “State Boards shall approve all applications by June 30 of each year.” G.S. 115C-238.53(f) also provides that “[e]xcept as provided in this Part and under the terms of the agreement, a program may be exempted by the applicable governing board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution or a local board of trustees. (2005-276, s. 7.33.a.)” Nothing in the act is to be construed to obligate the General Assembly to make appropriations to implement the act. This act became effective June 27, 2003 and was subsequently codified as Part 9, G.S. 115C-238.50 – G.S. 115C-238.55.

Applying Schools

The following schools submitted applications under Section 2 of the Innovative Education Initiatives Act for consideration by the governing boards:

Craven County Schools

Craven Early College (CEC) was created out of a strong partnership between Craven County Schools and Craven Community College. The school is a small autonomous high school located on the campus of the college. The school’s small size supports innovative ideas, creative teachers, and attention to detail. Students who attend will graduate with a high school diploma and up to two years of college credit toward a bachelors degree or an associates degree. The structure of Craven Early College fosters academic acceleration, personalization, and connections to workplace knowledge and skills. The school will be centered on improving graduation rates and preparing students for life-long learning and entry into high-skill careers.

Guilford County Schools

The Early College Academies of Education, Engineering and Health Sciences at James Benson Dudley High School in Greensboro in collaboration with Guilford Technical Community College will provide opportunities for their students to gain college credit while in high school. Students are served in the regular James Benson Dudley High School during their freshman, sophomore and junior years. During their senior year, they will be served on the campus of Guilford Technical Community College in the same manner as any other college student.

The Academy at Ben L. Smith High School will focus on preparing students for careers in Medical Careers and Construction Technology. Students in the Academy select a rigorous high school curriculum during their freshman, sophomore, and junior years. These students will complete all graduation requirements except English IV prior to their senior year. During their senior year students are eligible to take first year college courses at Guilford Technical Community College.

The Academy at Central will create the opportunity for students to pursue college credit while in high school. The Academy will focus on preparing students for careers in Fire Science, Emergency Medical Science, Criminal Justice, Health Sciences, and Culinary Arts. The Academy at Central is located in the Tomlinson Building on the campus of High Point Central High School. The Academy facility will serve academy students in grades ten and eleven. During their senior year, students who meet Guilford Technical Community College placement test requirements will take all of their classes on the college campus.

The Early College Academy program at Southwest High School in High Point, North Carolina allows students an opportunity to pursue credit while in high school. The Academy will focus on preparing students in the field of education. The students are served in the regular Southwest High School setting during their freshman, sophomore and junior years. During their senior year, they will be served on the campus of Guilford Technical Community College.

The GTCC Early Middle College on the campus of Guilford Technical Community College will provide a high school diploma and an associates degree. They will have the opportunity to take college course that will count as high school electives in preparation for GTCC's Industrial Construction Engineering Technologies degree programs as well as course meeting the comprehensive articulation agreement for the four year college and university system.

Scotland County Schools

Scotland County Schools is converting its comprehensive high school into six schools and during the development phase will use four freshman academies to help during the conversion process. The School of Health Science, and the School of Engineering and Skilled Trades are the first to open with the next four to follow the School of Arts and Communication; the School of Math, Science, and Technology; the School of Business and Finance; and the School of Leadership and Public Service.

The Scotland Early College High School (SECHS) will be located on the campus of Richmond Community College and will serve 125-150 students in grades 9-13. SECHS will target students who will be first-generation college-goers and/or low socio-economic families. Because of the low population of Limited English Proficient students in Scotland County Schools (less than .5%), LEP students will not be a target population, though should they wish to attend, they will be eligible. These students will earn both a high school diploma and an associates degree simultaneously.

Addressing Policy Barriers Facing Learn and Earn Early College High Schools

Cooperative Innovative High School programs represent a bold new vision for high schools in a number of ways. They seek to build on best practices in workforce development and tech prep to provide students with work-based experiences and significant progress through college at the same time. Most importantly, Cooperative Innovative High Schools programs will leverage secondary-postsecondary partnerships to provide access to college for all students. The table below lists exemptions [G.S. 115C-238.53(f)] requested by the schools to facilitate implementation.

ATTACHMENT PROG.

Exemption	LEAs	Rationale	Recommendation*
<p>Allow students to count a college class for core graduation requirements, provided they successfully complete the course and pass the EOC for the required course.</p>	<ul style="list-style-type: none"> • Craven Early College High School • The Early Middle College on GTCC Greensboro Campus • Scotland Early College High School 	<p>Due to the small staff at ECHS, offering many levels of a course at a time is not possible. The ECHS is located on the college campus and can take advantage of higher course offerings.</p>	<p>Grant exemption</p>
<p>To allow ECHS student to have the college courses ENG 095 and ENG 095A count as a high school elective as long as student has an 80 or higher average upon completion of the courses.</p>	<ul style="list-style-type: none"> • Craven Early College High School 	<p>ENG 095 and 095A includes reading comprehension and writing strategies. This developmental English class combines for six (6) semester credit hours and is a prerequisite to all curriculum classes. Students completing this course with an average of 80 or higher are able to enroll in college English. Some of our ECHS students placed into ENG 095 and we would like them to be able to have high school elective credit for successful completion of this course.</p>	<p>Grant exemption</p>
<p>To allow ECHS student to have the college course SPA 111 (Elementary Spanish I) and SPA 181 (Spanish Lab I) count as high school Spanish 1.</p>	<ul style="list-style-type: none"> • Craven Early College High School 	<p>This exemption would reduce the redundancy of students having to take high school Spanish (a high school graduation requirement of students in the College Prep pathway) and then repeat it as they work on their associate degree. These two college courses combine for four (4) semester hour credits. Due to the small staff at ECHS offering foreign languages at this time is not possible. The ECHS is located on the college campus and can take advantage of the college Foreign Language department faculty.</p>	<p>Grant exemption</p>
<p>To allow ECHS student to have the college courses SPA 112 (Elementary Spanish II) and SPA 182 (Spanish Lab 2) count as high school Spanish 2.</p>	<ul style="list-style-type: none"> • Craven Early College High School 	<p>This exemption would reduce the redundancy of students having to take high school Spanish (a high school graduation requirement of students in the College Prep pathway) and then repeat it as they work on their associate degree. These two college courses combine for four (4) semester hour credits. Due to the small staff at ECHS offering foreign languages at this time is not possible. The ECHS is located on the college campus and can take advantage of the college Foreign Language department faculty.</p>	<p>Grant exemption</p>

ATTACHMENT PROG.

<p>To allow credit for English IV to be met using college level courses.</p>	<ul style="list-style-type: none"> • The Early College Academy at Southwest High School • The Academy at Central High School • The Academy at Ben L. Smith High School • The Early College Academies of Education, Engineering, and Health Sciences at James Benson Dudley High School 	<p>Students will take all of their courses their senior year at GTCC. In order to have credit for English IV, they must use college courses.</p>	<p>Grant exemption</p>
<p>To hold Early Middle College harmless from negative impact on current transportation efficiency formulas for providing transportation to students.</p>	<ul style="list-style-type: none"> • The Early Middle College on GTCC Greensboro Campus 	<p>Early Middle College students must depend on GCBOE transportation. Current state funding formulas for transportation services are determined by the efficiency of transportation. Transportation provided to the Early Middle College will negatively impact the efficiency rating of GCBOE thereby reducing the amount of state funding.</p>	<p>Do not grant exemption. (Documented and verified excess transportation costs will be reimbursed.)</p>
<p>To develop testing calendars for the administration of state tests in order meet instructional calendar needs.</p>	<ul style="list-style-type: none"> • The Early Middle College on GTCC Greensboro Campus • Scotland Early College High School 	<p>Since the Early Middle College does not operate on the same schedule as the other high schools, in order to have students prepared in similar fashion for standardized test, a waiver is needed.</p>	<p>No action required by the SBE. (Submit a request to Accountability Services.)</p>
<p>To allow GTCC faculty meeting GTCC and SACS certification requirements to teach courses accepted for high school graduation requirements.</p>	<ul style="list-style-type: none"> • The Early Middle College on GTCC Greensboro Campus 	<p>GTCC faculty will meet SACS requirements for teaching courses that they teach. Early Middle College students enrolled in those courses must be given credit for those classes toward graduation.</p>	<p>Exemption not required</p>
<p>To allow GTCC and GCBOE to develop curriculum that permits students to meet graduation requirements using college level courses taught by college faculty</p>	<ul style="list-style-type: none"> • The Early Middle College on GTCC Greensboro Campus 	<p>Creating a seamless curriculum between high school and college is paramount to the success of the Early Middle College. Policies that prevent postsecondary courses from meeting core high school requirements will significantly delay students progress toward degree completion</p>	<p>Grant waiver contingent on courses being developed and reviewed by the Review Panel.</p>
<p>To exempt Early Middle College at GTCC Greensboro from strict seat hour requirements in order to restructure courses to provide for increased opportunities for experiential and project based learning as well as differentiated independent learning.</p>	<ul style="list-style-type: none"> • The Early Middle College on GTCC Greensboro Campus 	<p>The current policy of instructional clock-hours will prevent the ability to blend course curriculum, restructure courses to increase opportunities for experiential and project based learning, and allow for differentiated independent learning.</p>	<p>Exemption not required</p>

ATTACHMENT PROG.

<p>To allow Early Middle College students under 16 to operate equipment considered hazardous under the supervision during instructional periods and internship/cooperative training.</p>	<ul style="list-style-type: none"> • The Early Middle College on GTCC Greensboro Campus 	<p>GTCC, GTCC staff and local businesses who provide internship/coop sites must be protected from liability in order to give students the opportunity to complete programs in the appropriate time.</p>	<p>Do not grant exemption. (In collaboration with the NC Community College System this would not be an allowable waiver for safety reasons.)</p>
<p>Allow the NC principal certification requirements to be waived.</p>	<ul style="list-style-type: none"> • Scotland Early College High School 	<p>SECHS will be a small school. Having a leader who is a strong instructional leader is more important at this time than having a person with administrative certification. Such exemptions have been granted to other ECHS's (Davidson, Caldwell, and Wayne, for example).</p>	<p>Grant exemption</p>
<p>Allow students to enroll in summer community college courses for which they are eligible even if they have not taken the equivalent of one-half or a full-time schedule of high school classes during the previous semester.</p>	<ul style="list-style-type: none"> • Scotland Early College High School 	<p>This will allow students to accelerate their programs and earn their associate degree (and high school diploma) in five (or possibly fewer) years. A similar exemption was granted to Durham at Durham Tech.</p>	<p>Grant exemption to LEAs that are willing to use local funds to do so.</p>
<p>Allow full-time students who are enrolled in one high school course to enroll in more than one community college course for which they are eligible.</p>	<ul style="list-style-type: none"> • Scotland Early College High School 	<p>After the freshman year, students will take increasingly more college courses, so they will be able to earn both a high school diploma and an associate degree. By the last year, they may be taking only one high school course and several college courses. Exemptions have been granted to Durham at Durham Tech and Catawba Valley ECHSs.</p>	<p>Grant exemption</p>
<p>Allow the school to operate on Veterans' Day.</p>	<ul style="list-style-type: none"> • Scotland Early College High School 	<p>If approval is granted for the request to modify the calendar to parallel that of the community college, then students need to be able to attend classes on Veterans' Day, a regular workday for the college. Students enrolled in college classes will be expected to follow the same guidelines and requirements of college students.</p>	<p>Do not grant (would require a change in legislation).</p>

EXECUTIVE SUMMARY

Title: **Academic Rigor, Relevance, and Relationships Policy: Timeline for Implementing the Core Course of Study**

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #S656
 SBE Policy #HSP-C-005, HSP-F-016, HSP-F-000, HSP-L-003, HSP-N-000, HSP-N-003, HSP-N-004
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Ms. Kathy A. Taft (Chair, SBE Ad Hoc Committee on Academic Rigor, Relevance, and Relationships), Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Wandra C. Polk (Director, Division of Secondary Education)

Description:

Three significant actions taken by the State Board of Education promote and support movement toward achieving the imperative to graduate all students prepared for work and post secondary opportunities. These actions include the adoption of High School Exit Standards, adoption of a policy on Academic Rigor, and the state's participation in the American Diploma Project through the National Governors' Association. The context of these actions supports raising academic standards and bringing the core content and skills for 21st century learning into focus in all classrooms across our state.

When the Academic Rigor policy was adopted in 2005, it called for the state to move toward two graduation Courses of Study as a transition step to one core course of study. However, a specific timeline for implementation was not included in the policy. Provided with this item is a chronology of activities that delineates previous steps taken to move the state to higher standards and to the core course of study. It also includes future activities to be implemented, along with a start date for schools to implement the two graduation Courses of Study as required in the Academic Rigor policy. All of these activities are designed to lead the state to implementation of one course of study which will contain core subjects required of all students. The core course of study will also require students to earn at least one endorsement in a select area (Career-Technical Education, JROTC, Arts Education, etc.) based on their choice and interest. Those who choose to do so may earn more than one endorsement. The attachments also include other supporting information.

Resources:

Funding to support changes in information technology systems, - NC WISE, SIMS, ABCs Accountability Programming, Electronic transcript, NC Public Schools website and technology programming for selected systems

Input Process:

SBE Ad Hoc Rigor Committee members, regional sessions across North Carolina, parent involvement, senior project coordinators, agency staff

Stakeholders:

Students, LEA and school personnel, business community

Timeline For Action:

This item is presented for information at the January 2007 meeting.

Recommendations:

The State Board of Education in its deliberation should determine (a) if the timeline for moving to one core course of study is acceptable, (b) if earning an endorsement should be required (as stated) or optional, and (c) an official name for the core course of study.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

2008-2009

**Implementation of the
Core Course of Study**

All freshmen entering high school in fall 2008 will participate in the required core course of study*. They will also earn at least one endorsement in a specialty area based on their choice and interest by taking at least four units in the selected area of interest.

The Core (17 units)

4 units of English

4 units of Mathematics

3 units of Science

3 units of Social Studies

2 units of a Second Language

1 unit of Health/Physical Education

Endorsements (Requires at least four units in one area)

Career-Technical Education

Arts Education

JROTC

Advanced Placement/IB

Second Language

Other

All freshmen entering high school fall 2008 will participate in the required core course of study except those determined by a professional review team (to include a teacher, counselor and administrator) to be better served through participation in other substituted courses**. Parents shall also sign off on the substituted courses recommended for their students.

*Core + an endorsement = 21units

**Courses eligible for substitution will be determined at a later date.

Special note: *Students qualifying for the Occupational Course of Study are exempt from this requirement.*

**TIMELINE
FOR
ALIGNING STANDARDS AND ADOPTION OF A DEFAULT CURRICULUM**

TIME FRAME	TASK	RESPONSIBLE ENTITY
January 13, 2005 January 18, 2005 January 19, 2005 January 20, 2005 January 24, 2005 January 26, 2005	Public Awareness Sessions on High School Exit Standards conducted in six sites across the state.	NC State Board of Education & DPI
April 1, 2005	State Board of Education Adopts “Policy Defining Academic Rigor” as transition policy.	<u>Department of Public Instruction</u> <ul style="list-style-type: none"> • Communicate with LEAs • Continue to work with R3 to refine policy <u>R3 Committee</u> <ul style="list-style-type: none"> • Continue rigor discussion with Agency and external partners • Decide on wording & date for submission of default COS to SBE • Align timeline for default COS with work of State American Diploma Project (ADP) and Center for 21st Century Skills
October 29, 2005 December 3, 2005	60 experienced Graduation Project coordinators meet to begin development of rubrics for four components of the Graduation Project.	DPI & Selected LEAs

Red=High School Exit Standards with Graduation Project
 Black= Rigor Policy/Default COS
 Blue= American Diploma Project

January 17, 2006-
November 30, 2006

Contract initiated with UNC-G to assist with implementation of Graduation Project:

DPI & UNC-G

- Online Graduation Project Network Established
 - URL:
<http://dynamiclearning.metadot.com/index.pl>
- Professional Development Sessions Conducted
 - March 24, 2006 Southeast Alliance
 - March 30, 2006 Community Partnership Alliance (ASU)
 - June 5, 2006 Central Carolina Center/PEP Co-Sponsor
 - June 15, 2006 Northwest Alliance
- Technical documentation of rubrics—ongoing
- Professional Development conducted for DPI staff—June 6, 2006
- Draft Graduation Project Implementation Guide developed

3

Spring 2006

State ADP Alignment Team attended first Alignment Institute (Feb. 6-8, 2006) to examine models of college ready and work ready standards, evaluate data sets on college and work readiness of high school students, identify gaps in expectations of state standards and ADP benchmarks and learn strategies for generating initial drafts for academic standards for college and work

Team is composed of participants from The UNC System, Community Colleges, Independent Colleges and Universities, DPI, and a business rep.

State ADP Alignment Team debriefed R3 Committee

R3 Committee/ADP Team

- Review of the State Standards as compared to national standards as reported on the ACHIEVE side-by-side analysis;

R3 Committee, continued review of the state's three courses of study

Red=High School Exit Standards with Graduation Project

Black= Rigor Policy/Default COS

Blue= American Diploma Project

Content working groups developed to support Alignment Team work in Math and English Language Arts to produce initial draft of academic standards for college and work in Math and English.

State ADP Alignment

June 3, 2006

Third meeting of experienced Graduation Project Coordinators conducted to finalize drafts of four rubrics for the graduation project components.

DPI & Selected High Schools

Early Summer 2006

State Alignment Team attended second Alignment Institute (May 15-17, 2006) to develop the process for vetting the draft standards, engaging employers and postsecondary faculty in the process, reviewing assessment options and aligning standards with core high school coursework, postsecondary placement and entry level employment.

ADP Alignment Team

4

State Alignment Team debriefed R3 & others regarding the second Alignment Institute, continued the review of the expanded work of the Alignment Team on the standards, and prepared the first draft of NC College and Work-Ready Standards for ACHIEVE's First Quality Review. (due early August, 2006)

ADP Alignment Team

State content working groups convened to respond to the refined standards, begin conversations about assessment options, and link standards to high school core courses, placement in credit bearing coursework and entry level employment.

R3 Committee

Red=High School Exit Standards with Graduation Project

Black= Rigor Policy/Default COS

Blue= American Diploma Project

	State Alignment Team with content working groups produced a working draft of the academic standards for College and Work in Math and English Language Arts	State Alignment Team and R3 Committee
Late Summer 2006-Fall 2006	State Alignment Team attends third State Alignment Institute (July 22-25, 2006) to study models for standards review and to develop a communications strategy for the process.	Alignment Team
	Draft of college and work-ready standards submitted to ACHIEVE for first Quality Review completed September, 2006.	ACHIEVE
	Director of ACHIEVE convened meetings with leadership of NC education associations, content faculty and content specialists, Rigor Committee State Alignment Team members and other partners to release results of first Quality Review of the NC Standards. (Sept. 20, 2006)	Governor's Office
	Feedback solicited from partnering agencies/constituencies in reviewing the new standards through an established DPI protocol. —On-going	DPI, R3 & ADP Alignment
	Communication strategy expanded with key constituencies to align and implement plan in conjunction with the New School Project Advocacy Initiative.—On-going	DPI, R3 Committee
	Convene meetings with secondary reps to discuss new standards in math and ELA, expectations for credit-bearing courses, and consistency in placement exams, etc. —On-going	ADP Alignment Team

Red=High School Exit Standards with Graduation Project

Black= Rigor Policy/Default COS

Blue= American Diploma Project

Compile work samples and assignments that demonstrate rigor. —Ongoing

ADP Alignment Team

Begin discussion and research on an appropriate 11th grade diagnostic test. —On-going

ADP Alignment Team

September 12, 2006

Implementation Guide for High School Exit Standards posted to DPI's website and sent to:

DPI

- High School Principals
- CTE Directors
- Secondary Directors
- EC Directors
- LEP Directors

September 12, 2006

Draft of four rubrics for each component of Graduation Project sent to the above distribution and posted to DPI website.

DPI

- Technical documentation currently being compiled by a private vendor
- Feedback from field may be sent to the following email address: GraduationProject@dpi.state.nc.us.

October- November 2006

A. Timeline for phase I of transition to the “default COS” developed.

R3 Committee/DPI

- Course of Study includes University and College Tech Prep
- Official Notification to be sent to schools for 2007-08 implementation.
- Provide necessary oversight for dissemination of information regarding the default curriculum to the

Red=High School Exit Standards with Graduation Project

Black= Rigor Policy/Default COS

Blue= American Diploma Project

LEAs

B. Timeline for phase II of transition to single “default COS” developed

- Course of Study includes University Prep with various endorsements such as, College Tech Prep, Arts Education, JROTC or Advanced Placement.
- Official Notification to be sent to schools for 2008-09 implementation.
- Provide necessary oversight for dissemination of information regarding the default curriculum to the LEAs
- Present to the State Board for approval

October 12, 2006

Informational video conference conducted on High School Exit Standards including Graduation Project in the following six sites:

DPI

- DPI
- Mountain Area Heath Education Center
- AL Brown High School
- Fayetteville Technical Community College
- Elizabeth City State University
- NW Guilford High School

The video conference is archived until December 12, 2006. This web cast may be downloaded using the following URL: <http://nditsvns04.its.state.nc.us/ramgen/dpi/NCIH/ExitStds101206.rm>.

January 2007

Produce final draft of the standards for Phase II of the ACHIEVE Quality Review. (Target date mid to late January 2007)

R3 Committee, State Alignment Team

Red=High School Exit Standards with Graduation Project

Black= Rigor Policy/Default COS

Blue= American Diploma Project

January-February 2007	Conduct regional information and input sessions on the implementation of the Core Course of Study.	
February 2007	Following the release of the results of the second Quality Review by ACHIEVE, convene the State Alignment Team to assist in preparing the standards for final comprehensive review, discussion and endorsement by all partnering agencies.	State Alignment Team
April-May 2007	Present the modified College and Work-ready Standards In math and English Language Arts to the Rigor Committee for review, and then for information and approval by the SBE. These standards clarifications will establish the platform for further revisions in the content and format of the math and ELA Standard Courses of Study as per normal revision cycle timeline.	State Alignment Team
∞ August 2007	Incoming freshmen (school year 07-08) will enroll in the transition default COS- University, College Tech Prep	
August 2008	Incoming freshmen (school year 08-09) will enroll in default COS- University with endorsements such as College Tech Prep, Arts education, JROTC, or AP/IB.	

Red=High School Exit Standards with Graduation Project
Black= Rigor Policy/Default COS
Blue= American Diploma Project

Proposed Titles for Core Curriculum of Graduations Requirements
(Generated during the R3 meeting held on Tuesday, October 17, 2006)

1. Core 20
2. NC Global C.O.R.E. (Courses offering Rigorous Education)
3. NC Core
4. 21st Century Core
5. NC Future Ready Core
6. Core for Success
7. NC Standard Core
8. Foundation for Success
9. NC Launch
10. Career Launch
11. NC Ready
12. Focused Core
13. More Core
14. NC Life Prep
15. Core Essence
16. NC More
17. Core Framework
18. Future Prep
19. Success Foundation
20. Access Core
21. NC Course of Study

NC COURSE OF STUDY GRADUATION REQUIREMENTS

Four Courses of Study, One Diploma...

Multiple graduation courses of study were approved by the State Board of Education at its August 1999 meeting. They were implemented with first time ninth graders in 2000-01. The three courses of study are-- Career Preparation, College Technical Preparation, and College/University Preparation. In addition, a fourth course of study called the Occupational Course of Study for certain students with disabilities who have an Individualize Education Program (IEP) was implemented with entering ninth graders in 2000-01. Students who do not complete the graduation requirements for the above courses of study may be eligible for the following exit documents:

- **Certificate of Achievement:** Students who satisfy all state and local graduation requirements but who fail the competency tests will receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises.
- **Graduation Certificate:** Effective with the class entering ninth grade for the 1992-93 school year, special needs students as defined by G.S. 115C-109, excluding academically gifted or pregnant students, who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
 - Successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (b). These students are not required to pass the specifically designated courses such as Algebra I, Biology, or United States History.
 - Completion of all IEP requirements.

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:

- successfully complete a graduation project that is developed, monitored, and scored within the LEA (school district) using state-adopted rubrics; and
- score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I.
 - A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results.
 - If the student does not score at or above proficiency level III on the retest, school officials shall apply a review process to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.

Below is a chart outlining the course requirements for each course of study.

NC COURSE OF STUDY GRADUATION REQUIREMENTS

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP* Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL Course of Study Requirements (Selected IEP students/ excluded from EOC Proficiency level requirements)
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I (This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC)	3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III	4 Credits (4 th credit effective for first time ninth graders in 2002-2003)* Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III, and a credit beyond Integrated Mathematics III	3 Credits Occupational mathematics I, II, III
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Civics & Economics, US History, World History*****	3 Credits Civics & Economics, US History, World History*****	3 Credits Civics & Economics, US History, World History***** (2 courses to meet UNC minimum admission requirements- US History & 1elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self- Advocacy/Problem Solving)
Second Language	Not required	Not required**	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career/Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
JROTC****	4 Credits in JROTC; OR			
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course; Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway);	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits: Occupational Preparation I, II, III, IV*** Elective credits/completion of IEP objectives/Career Portfolio-required
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits Plus any local requirements

*The fourth mathematics credit in college/university prep became effective for entering ninth graders of 2002-03.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. (Restricted to the Occupational Course of Study)

****Examples of electives include JROTC and other courses that are of interest to the student.

*****Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-005

Policy Title: 16 NCAC 6G.0305 Policy delineating the annual performance standards for Grades K-12 under the ABCs Model

Current Policy Date: 01/06/2005

Other Historical Information: Previous board dates: 01/01/1998, 05/04/2000, 09/14/2000, 02/01/2001, 03/01/2001, 06/07/2001, 08/02/2001, 09/13/2001, 10/04/2001, 01/10/2002, 02/07/2002, 06/06/2002, 08/22/2002, 01/09/2003, 07/10/2003, 09/11/2003, 03/04/2004, 05/06/2004, 11/04/2004

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6G .0305

.0305 DEFINITIONS

For purposes of this Section, the following definitions shall apply:

- (1) "Accountability measures" are SBE-adopted tests designed to gauge student performance and achievement.
- (2) "Adequate yearly progress" or "AYP" shall have the same definition as set out in P.L. 107-110, section 111(b)(2)(C).
- (3) "Compliance commission" means that group of persons selected by the SBE to advise the SBE on testing and other issues related to school accountability and improvement. The commission shall be composed of teachers, principals, central office staff representatives, local school board representatives, a charter schools representative, and at-large members who represent parents, business, and the community.
- (4) "C-scale" means change scale, which is a standardized scale to measure student performance across the years and content areas. To convert the developmental scale scores to c-scale scores, subtract the state mean for the standard setting year from the developmental scale score, and then divide by the standard deviation for the standard setting year.
- (5) "C-ratio" means the ratio of student scores that achieve an academic change of "0.00" or greater to those with an academic change of less than "0.00", including in the numerator for high schools when used for calculating high growth, the factor for change in college tech prep and college university prep graduation rate and the change in competency test pass rate and including in the denominator, the factor for change in drop out rate.
- (6) "Eligible students" means the total number of students in membership in the respective grades or enrolled in the respective EOC courses at the time assessments are administered in a statewide assessment.
- (7) "Expected growth" means having met the standard defined by students on average performing as well in their current grade or content as is typical for the same student in

previous grades and contents when using the change scale to compare and allowing for a factor of regression to the mean as defined in this policy.

- (8) "High growth" means the school has met the standard of having a c-ratio of 1.50 or greater.
- (9) "Growth standards" means and includes collectively all the factors defined in this Rule that are used in the calculations described in paragraph (h) of Rule .0312 of this Section to determine a school's growth/gain composite.
- (10) "Performance Composite" is the percent of scores of students in a school that are at or above Achievement Level III, are at a passing level on the North Carolina Computer Skills Test (students in eighth grade only) as specified by 16 NCAC 6D .0503(f), and at proficiency level or above on the state alternate assessments to the extent that any apply in a given school and consistent with United States Department of Education regulations concerning alternate assessments. The SBE shall:
 - (a) determine the number of scores that are at Level III or IV in reading, or mathematics, or writing across grades 3 through 8, or on all EOC assessments administered as a part of the statewide testing program; add the number of scores that are at a passing level on the North Carolina Computer Skills Test (students in eighth grade only); add the number of scores that are proficient or above on the state alternate assessments and use the total of these numbers as the numerator;
 - (b) determine the number of student scores in reading, or mathematics across grades 3 through 8; or on all EOC assessments administered as part of the statewide testing program; add the number of students in grade 8; add the number of student scores on the state alternate assessments and use the total of these numbers as the denominator; and
 - (c) total the numerators for each content area and subject, total the denominators for each content area and subject, and divide the denominator into the numerator and multiply the quotient by 100 to compute the performance composite.
- (11) "Regression coefficient" means an adjustment factored into the expected growth formula for the purpose of making a prediction about expected student performance. For the purposes of figuring student growth (academic change) the factor shall be 0.08 when using the average of two previous assessments and 0.18 when using a single assessment.
- (12) "Standard setting year" means the first year of the test edition implementation.
- (13) "Students with the most significant cognitive disabilities" means students with disabilities whose IEP has determined shall be assessed using an alternate assessment based on alternate achievement standards as determined by their IEP.
- (14) "Students with persistent academic difficulties" means students with disabilities assessed using an alternate assessment based on modified grade-level achievement standards as determined by their IEP.
- (15) "Weight" means the number of students used in the calculation of the amount of growth for a subject or content area, and the College University Prep/College Tech Prep, the Competency Passing Rate, and the ABCs Dropout Rate components.

History Note: Authority G.S. 115C-12(9)c4.;
Eff. January 1, 1998;
Amended Eff. December 1, 2000;
Temporary Amendment Eff. March 5, 2001;
Amended Eff. October 1, 2005; April 1, 2005; April 1, 2002; September 1, 2001.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Standard Course of Study

Policy ID Number: HSP-F-000

Policy Title: Policy establishing the NC Standard Course of Study

Current Policy Date: 08/08/2002

Other Historical Information: Previous board dates: 04/17/1985, 09/02/1998

Statutory Reference: Elementary and Secondary Reform Act of 1984

Administrative Procedures Act (APA) Reference Number and Category:

The Department of Public Instruction sets curriculum standards in the form of Standard Course of Study documents for each content area. The Division of Instructional Services has responsibility for designing and publishing these documents. In the past there has not been a uniform format or constancy in the use of terminology. A common format and use of terms has been established.

Questions regarding the **NC Standard Course of Study Curriculum** should be directed to:

NC Department of Public Instruction
Division of Instructional Services
6343 Mail Service Center
Raleigh, NC 27699-6343
(919) 807-3815 or (919) 807-3816.

The NC Standard Course of Study is also available from the following link:

<http://www.ncpublicschools.org/curriculum/> .

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Miscellaneous Graduation Policies

Policy ID Number: HSP-L-003

Policy Title: Policy adopting the NC Academic Scholars Program

Current Policy Date: 08/08/2002

Other Historical Information: Previous board dates: 03/08/1990, 11/05/1998

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

Students who successfully complete the requirements of an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

This policy is a part of the *North Carolina Standard Course of Study*. Questions regarding the North Carolina Academic Scholars Program requirements should be directed to:

NC Department of Public Instruction
Instructional Services Division
6343 Mail Service Center
Raleigh, NC 27699-6343

Bryar Cogle - (919) 807-3855 or Monique Wertis - (919) 807-3817

The North Carolina Academic Scholars Program requirements are available from the following link:
<http://www.ncpublicschools.org/curriculum/foreword.html#NCScholarsProg>.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-000

Policy Title: Policy on minimum competency requirements for graduation from high school

Current Policy Date: 03/02/2006

Other Historical Information: Previous board dates: 02/02/1995, 08/07/1996, 11/05/1998, 04/01/1999, 10/07/1999, 10/07/04, 03/03/05, 04/07/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

Proficiency Guidelines

1. Standards for proficiency

For students in grades 3 through 8, the standard for grade-level proficiency shall be a test score at Achievement Level III or above on end-of-grade tests in reading and mathematics.

Students who entered the ninth grade in 1994-95 through 2005-06 and have not met the competency requirements of Achievement Level III (without the standard error of measurement) or Achievement Level IV on the grade 8 end-of-grade reading and/or mathematics tests/retests or who have not met the competency standard on other approved measures must take and pass the competency test(s) in the content area (i.e., reading and/or mathematics) to attain the required minimum standard for graduation. In addition, these students must meet all other state and local requirements for graduation.

Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation.

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation course of study shall meet the following standards for proficiency:

- (A.) score at Achievement Level III or above on the end-of-course assessment (i.e. standard administrations with or without accommodations or the designated alternate assessments) for English I, Algebra I, U.S. History, Biology, and Civics and Economics; and
- (B.) successfully complete a graduation project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and

- (C.) must pass the North Carolina Online Test of Computer Skills (i.e. standard administration with or without accommodations or its designated alternate assessment).

Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).

As with other SBE policies, local school districts may enact higher standards for students.

2. Remediation/Intervention

School districts shall provide focused intervention to all students not demonstrating standards of proficiency. Such intervention shall involve extended instructional opportunities which are different from and supplemental to regular grade level or high school course work and which are specifically designed to improve these students' performance to proficient.

Strategies may include but are not limited to alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.

3. Review Procedures

For students who do not score at Achievement Level III or above on the end-of-grade reading and mathematics tests and for students at grades 5 and 8 who are not making adequate progress in developing writing skills, the school district shall follow these procedures as set forth in Rule .0504.

For students who do not score at Achievement Level III or above on the five end-of-course assessments (i.e. standard administration with or without accommodations or the designated alternate assessment) required to meet the high school exit standards (i.e., Algebra I, English I, Biology, Civics and Economics, and U.S. History), the school district shall follow these procedures to determine if students have mastered the content and have met the exit standard for each course:

- (1) If a student passes the course and scores below Achievement Level III on an end-of-course test (i.e. standard administration with or without accommodations) the student shall be given a retest no later than three weeks from the receipt of test results. Parents may request that their child be excused from the retest. In this case, the parents and child shall be deemed to have accepted participation in focused intervention.
- (2) Any student who does not score Achievement Level III or above on the first retest, and any student who is excused from the first retest (i.e. alternate assessment participant, parent refuses retest) must have documentation (e.g., portfolio) of the student's performance in the EOC course placed on file and the student must receive focused intervention/remediation.
- (3) Following intervention/remediation, the second retest/evaluation occurs.
- (4) If the student does not score Achievement Level III or above on the second retest/evaluation, documentation (e.g., a portfolio) of the student's performance in the EOC course is updated.
- (5) The student's documentation (e.g., a portfolio) is reviewed by a review committee to determine if the exit standard for that course has been met. The review committee should consist of teachers, principals, and central office staff members from the county. An exceptional children's (EC) teacher must be present if the student has exceptional needs. A limited English proficient (LEP) teacher must be present if the student is

identified as LEP. The review committee has the option of recommending that the student (1) retake the course, (2) be provided additional remediation, or (3) based on the documentation, has met the requirements for the exit standard associated with the course.

- (6) The principal reviews the recommendation by the committee and makes the final decision regarding the student meeting the exit standard for the course.

4. Resources

Existing funding resources are to be used to provide focused assistance which is designed to improve these students' performance to proficient. Practically all state and federal funds, through the waiver process, can be used for this purpose. Examples of funds which may be used include:

- Regular ADM
- Summer School
- Dropout Prevention
- Title I
- Low-wealth funds
- Small District

5. Promotion and Retention Decisions

Promotion or retention decisions shall be made according to state and local policy and discretion, but must take into account test scores and other information which may indicate a student's level of proficiency.

6. Reporting

The Department of Public Instruction shall provide a mechanism for LEAs and schools to report annually their progress in increasing the number of students who meet the standard for grade-level proficiency. Percentages of students above grade-level proficiency and those who have moved from Level I to Level II shall be used to compare progress from year to year.

Effective with the 2006-07 school year, LEAs and schools shall report annually the number and percent of students performing at Achievement Level III or above on the EOC assessments required for meeting the exit standards.

7. Standardized Transcript

The NC standardized high school transcript certifies a level of proficiency in high school courses through both grades and test scores.

- (A.) the LEA shall include each student's end-of-course assessment results in the student's permanent records and high school transcript; and
- (B.) the LEA shall use results from all operational end-of-course assessments as at least twenty-five percent (25%) of the student's final grade for each respective course.

In order to inform parents and students of student progress, the transcript shall be issued to students at the end of each school year.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-003

Policy Title: 16 NCAC 6D .0502 Student Accountability Standards

Current Policy Date: 01/02/2006

Other Historical Information: Previous board dates: 12/01/1999, 01/10/01, 02/01/01, 06/07/2001, 03/04/2004, 01/06/2005, 10/10/2005

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0502

.0502 STUDENT ACCOUNTABILITY STANDARDS

- (a) Gateway 1—Grade 3. In addition to meeting local promotion requirements, students in grade 3 shall demonstrate proficiency by having assessment scores at Level III or above on end-of-grade assessments in both reading and mathematics. Students who score at Level III or above and who meet all local promotion requirements shall be promoted to grade 4 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.
- (b) Gateway 2—Grade 5. In addition to meeting local promotion requirements, students in grade 5 shall demonstrate proficiency by having assessment scores at Level III or above on end-of-grade assessments in both reading and mathematics. Additionally, LEAs shall use the grade 4 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above grade level proficiency as defined in Rule .0501(3) of this Section on the grade 4 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 5 to determine if students have made adequate progress in order to be promoted to grade 6. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 6, unless the school principal shall determine otherwise in consultation with teacher(s).
- (c) Gateway 3—Grade 8. In addition to meeting local promotion requirements, students in grade 8 shall demonstrate proficiency by having assessment scores at Level III or above on an end-of-grade assessment in both reading and mathematics. Additionally, the LEA shall use the grade 7 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above grade level proficiency as defined in Rule .0501(3) of this Section on the grade 7 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 8 to determine if students have made adequate progress to be promoted to grade 9. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate

progress in writing shall be promoted to grade 9 unless the school principal shall determine otherwise in consultation with teacher(s).

- (d) Gateway 4—Grade 12. Students shall meet state graduation requirements as defined in Rule .0503 of this Section and local school board requirements to receive a North Carolina high school diploma.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999; Amended Eff. January 2, 2006; August 1, 2001.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-004

Policy Title: 16 NCAC 6D .0503 State graduation requirements

Current Policy Date: 01/05/2006

Other Historical Information: Previous board dates: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002, 07/11/2002, 06/03/2004, 01/06/2005, 10/06/2005,

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0503

.0503 STATE GRADUATION REQUIREMENTS

- (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (e) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher.
- (b) Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises.
- (c) Special education students other than students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma.
- (d) Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age. Special education students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.
- (e) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12 as specified below.
 - (1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:
NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.
 - (A) career preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

(B) college technical preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which Algebra II is a prerequisite and, effective with the class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.

(C) college/university preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;

- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
 - v. one credit in health and physical education;
 - vi. two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
 - vii. four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
 - viii. other credits designated by the LEA.
- (D) occupational, which shall include:
- i. four credits in English language arts, which shall be Occupational English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be Occupational Mathematics I, II, and III;
 - iii. two credits in science, which shall be Life Skills Science I and II;
 - iv. two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
 - v. one credit in health and physical education;
 - vi. six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment;
 - vii. four vocational education elective credits;
 - viii. computer proficiency as specified in the student's IEP;
 - ix. a career portfolio; and
 - x. completion of the student's IEP objectives.
- (2) Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:
- (A) successfully complete a senior project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and
 - (B) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I. A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results. If the student does not score at or above proficiency level III on the retest, school officials shall apply the review process described in Rule .0504 of this Section to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.
- (3) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
- (4) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
- (5) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.

- (f) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.
- (g) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
 - (1) successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (e) of this Rule. These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history; and
 - (2) completion of all IEP requirements.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999;
Amended Eff. January 2, 2006; April 1, 2005; September 1, 2002; December 1, 2001;
December 1, 2000.*

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Standard Course of Study

Policy ID Number: HSP-F-016

Policy Title: Policy Defining Academic Rigor

Current Policy Date: 05/05/2005

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens.

Academic rigor and relevance are based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems.

To ensure academic rigor and relevance and to guarantee supportive relationships for each student in the public school setting:

Students must:

- Demonstrate content mastery and application of appropriate skills and critical thinking
- Become engaged learners who actively and responsibly participate in the learning process
- Raise questions, solve problems, think, reason, and reflect
- Complete rigorous, relevant high-level assignments in every subject
- Demonstrate learning through portfolios, exhibitions, service-learning projects, and senior projects that use state standards for evaluation
- Communicate effectively and appropriately for a variety of purposes
- Understand their own learning styles and strengthen their own affinities

Administrators must:

- 1) Examine their own belief systems toward children and learning and expect that all students will learn and achieve at high levels
- 2) Provide an environment that supports children's reflecting on their own learning and affinities
- 3) Work collaboratively with other faculty members and staff
- 4) Cultivate positive relationships with students, parents, and community
- 5) Provide opportunities for educators to collaborate and plan

Educators must:

- 6) Examine their own belief systems toward children and learning and expect that all students will learn and achieve at high levels
- 7) Demonstrate mastery of their content area and make it relevant for all students
- 8) Provide an environment that supports children's reflecting on their own learning and affinities
- 9) Use a variety of assessment methods to inform daily instruction
- 10) Engage students in active reasoning and critical thinking
- 11) Work collaboratively with other faculty members and staff
- 12) Cultivate positive relationships with students, parents, and community
- 13) Provide students with necessary academic and social supports

All North Carolina public school students shall pursue a rigorous and relevant academic course of study as defined in the North Carolina Standard Course of Study. The following strategies and standards set by the North Carolina State Board of Education will assure that each and every student receives a rigorous and relevant academic program:

- Require the College Tech Preparatory or the University/College Preparatory curriculum as the default for all students except for those who have an exception documented by an Individualized Education Program;
- Ensure that all students have access to and the support necessary to take one or more Advanced Placement (AP) courses or be enrolled in an International Baccalaureate (IB) Program;
- Provide appropriate academic and social support for each student;
- Ensure that all K-12 students have the opportunity to master a challenging curriculum;
- Deliver courses consistent with the timeframe established in the North Carolina Standard Course of Study;
- Eliminate elementary and middle school level tracking that could restrict access to rigorous and relevant curriculum;
- Ensure that all students have early access to post-secondary and career planning for the 21st Century;
- Ensure that student placement decisions are not solely based on test scores;
- Schedule the school day based on student needs; and

Establish and monitor the quality of instructional delivery to ensure a rigorous and relevant education for every student.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Standard Course of Study

Policy ID Number: HSP-F-016

Policy Title: Policy Defining Academic Rigor

Current Policy Date: 05/05/2005

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens.

Academic rigor is based on expectations established for students and staff that ensure that students demonstrate a thorough, in-depth mastery of challenging and complex curricular concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems.

To ensure academic rigor and relevance and to guarantee supportive relationships for each student in the public school setting:

Students must:

- Demonstrate content mastery and application of appropriate skills and critical thinking
- Become engaged learners who actively and responsibly participate in the learning process
- Raise questions, solve problems, think, reason, and reflect
- Complete rigorous, relevant high-level assignments in every subject
- Demonstrate learning through portfolios, exhibitions, service-learning projects, and senior projects that use state standards for evaluation
- Communicate effectively and appropriately for a variety of purposes
- Understand their own learning styles and strengthen their own affinities

Administrators must:

- 1) Examine their own belief systems toward children and learning and expect that all students will learn and achieve at high levels
- 2) Provide an environment that supports children's reflecting on their own learning and affinities
- 3) Work collaboratively with other faculty members and staff
- 4) Cultivate positive relationships with students, parents, and community
- 5) Provide opportunities for educators to collaborate and plan

Educators must:

- 6) Examine their own belief systems toward children and learning and expect that all students will learn and achieve at high levels
- 7) Demonstrate mastery of their content area and make it relevant for all students
- 8) Provide an environment that supports children's reflecting on their own learning and affinities
- 9) Use a variety of assessment methods to inform daily instruction
- 10) Engage students in active reasoning and critical thinking
- 11) Work collaboratively with other faculty members and staff
- 12) Cultivate positive relationships with students, parents, and community
- 13) Provide students with necessary academic and social supports

All North Carolina public school students shall pursue a rigorous and relevant academic course of study as defined in the North Carolina Standard Course of Study. The following strategies and standards set by the North Carolina State Board of Education will assure that each and every student receives a rigorous and relevant academic program:

- All students shall enroll in the University/College Preparatory or College Technical Preparation Pathway except those determined by a professional review team (to include a counselor and administrator) to be better served through participation in another pathway. Parents shall also sign off on the pathway recommended for their students;
- Ensure that all students have access to and the support necessary to take Advanced Placement (AP) courses or be enrolled in an International Baccalaureate (IB) Program;
- Provide appropriate academic and social support for each student;
- Ensure that all K-12 students have the opportunity to master a challenging curriculum;
- Deliver courses consistent with the timeframe established in the North Carolina Standard Course of Study;
- Eliminate elementary and middle school level tracking that could restrict access to rigorous and relevant curriculum;
- Ensure that all students have early access to post-secondary and career planning for the 21st Century;
- Ensure that student placement decisions are not solely based on test scores;
- Schedule the school day based on student needs; and
- Establish and monitor the quality of instructional delivery to ensure a rigorous and relevant education for every student.

EXECUTIVE SUMMARY**Title:** Evaluation of *Learn and Earn* Early College High Schools**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # SL 2005-276, Sec. 7.32
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Carolyn White (Director for Learn and Earn, North Carolina New Schools Project)

Description:

On September 8, 2004, Governor Mike Easley launched the Learn and Earn Early College High School Initiative in response to workforce needs in North Carolina. The initiative is jointly administered by the North Carolina Department of Public Instruction and the North Carolina New Schools Project. It is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college, and to provide work-based experiences to students. Based on the campuses of two- or four- year colleges and universities, *Learn and Earn* early college high schools will provide an academically rigorous course of study with the goal of ensuring that all students graduate with a high school diploma and two years of university transfer credit or an associate degree.

Thirteen *Learn and Earn* early college high schools opened for students for the 2005-06 school year, and an additional 20 have opened for the 2006-07 school year. Part of their relationship with the North Carolina New Schools Project and the North Carolina Department of Public Instruction will be to monitor them as individual schools and also compare them as a group of early college high schools. While the evaluation of the *Learn and Earn* early college high schools is ongoing and much of the evaluation data, including data points around graduation rates and higher education persistence rates, will not be available for several years, this report provides data on the schools' progress over the 2005-06 school year.

Resources:

N/A

Input Process:

N/A

Stakeholders:

Students, teachers, parents, LEA leadership, community and business leaders, NC Department of Public Instruction and the North Carolina New Schools Project

Timeline For Action:

Annual reporting to the Office of State Budget and Management, the Joint Legislative Education Oversight Committee and the Fiscal Research Division by January 15 of each year.

Recommendations:

None at this time.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

Summary Status of the *Learn and Earn* Early College High School Initiative

In September 2004, Governor Mike Easley launched the *Learn and Earn* Early College High School Initiative in response to the workforce needs in North Carolina. The initiative is jointly administered by the North Carolina Department of Public Instruction and the North Carolina New Schools Project. It is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college, and to provide work-based experiences to students. Based on the campuses of two- or four- year colleges and universities, *Learn and Earn* early college high schools provide an academically rigorous course of study with the goal of ensuring that all students graduate with a high school diploma and two years of university transfer credit or an associate degree. Governor Easley has laid out the goal of establishing at least one *Learn and Earn* early college high school in every county in North Carolina by the 2008-09 school year.

SL 2004-124 calls on the State Board of Education to report the results of an annual evaluation of the *Learn and Earn* Early College High School Initiative. The North Carolina Department of Public Instruction (NCDPI) in conjunction with the North Carolina New Schools Project (NCNSP) is monitoring and evaluating the progress of the schools in implementing the school model and in the schools' effect on student achievement. NCDPI and NCNSP is partnering with Jobs for the Future in establishing a comprehensive student-level database to collect and analyze data on the achievement of students who attend *Learn and Earn* early college high schools. NCDPI and NCNSP are also partners along with SERVE, Duke University, Abt Associates and UNC-Greensboro in a recently federally funded comprehensive research study on the effects of the *Learn and Earn* early college high school model on student achievement and other outcomes. While data from these two evaluation efforts will not be available for another year or two, this report will provide an update on the initiative and information on student demographics and student achievement for the 13 *Learn and Earn* early college high schools that were open for the 2005-06 school year.

***Learn and Earn* Early College High Schools**

Thirteen *Learn and Earn* early college high schools opened for students for the 2005-06 school year. Each of these schools is working in partnership with a community college or university that is providing facilities for the school and college-level courses for the students. Of those thirteen, two are partnered with a UNC system school and eleven are partnered with a NC community college. Four of the thirteen sites were designated for the 2004-05 school year as "acceleration" or pilot sites for the initiative and were serving students during that school year. These sites served as models for the other nine sites that opened for students for the 2005-06 school year. Five of the thirteen sites existed as middle college high schools prior to the *Learn and Earn* early college high school initiative and became a part of the initiative to convert from a middle college into an early college. Middle college high schools are schools that are also located on a university or

community college campus. However, students do not typically attend the school from 9th grade until graduation and they are only guaranteed to complete some college credit and not a full two years of university transfer credit or an associate degree. For a complete list of the thirteen sites, please see Attachment 1.

Student Demographics

Collectively, the thirteen *Learn and Earn* early college high schools served just over 1,100 students during the 2005-06 school year. Overall, most of the early colleges served primarily ninth grade students for the 2005-06 school. Over the course of the next four or five years, the schools will add an additional cohort of ninth graders until they reach their capacity of approximately 200-400 students. Student demographic information for the thirteen schools combined is presented in the table below.

Table 1. Demographics of Students in *Learn and Earn* Early College High Schools, 2005-06

Number of Students per Grade Level			
	<i>9th</i>	622	
	<i>10th</i>	186	
	<i>11th</i>	131	
	<i>12th</i>	176	
	<i>Total</i>	1115	
Race and Gender of Students			
	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>White</i>	21.4%	29.1%	50.5%
<i>Black</i>	12.2%	24.1%	36.3%
<i>Hispanic</i>	2.4%	3.3%	5.7%
<i>Other</i>	2.2%	5.2%	7.5%
<i>Total</i>	38.2%	61.8%	100.0%

Student Achievement and Attendance

For the 2005-06 school year, eight of the thirteen *Learn and Earn* early college high schools met or exceeded the growth targets set for their school by the state. The thirteen

schools had performance composites¹ ranging from 50.9% to 98.9%, with six of the schools having a performance composite above 80%. Five early college high schools significantly outperformed the other high schools in their districts.² Lastly, six schools made Adequate Yearly Progress (AYP) required under federal law (only seven schools were subject to AYP requirements in 2005-06).

In addition, the schools have reported data on college course-taking patterns and success rates by students during the 2005-06 school year.³ At twelve of the thirteen *Learn and Earn* early college high schools, 708 students over the course of the year took college credit-bearing courses.⁴ The college course pass rate for those 12 schools ranged from 76% to 100%, with 9 of the schools having a 90% college course pass rate or greater.

Attendance rates for the 13 *Learn and Earn* early college high schools are also available for the 2005-06 school year.⁵ Regular school attendance is a key indicator of a student's likelihood to graduate. Overall, attendance rates are higher in *Learn and Earn* early college high schools than in their respective comparison high schools in their districts.⁶ Collectively, the 13 *Learn and Earn* early college high schools had an average attendance rate of 95.7% (compared to an average attendance rate of 94.0% for the comparison comprehensive high schools).

Funding and Additional Support

The thirteen *Learn and Earn* early college high schools that opened for students for the 2005-06 school year signed a five-year implementation agreement with NCDPI and NCNSP to receive grant funding from the state and technical assistance in the implementation of their early college high school. For details on the amount and uses of grant funding for each *Learn and Earn* early college high school, see Table 2 below.

The implementation grant funding covers, among other things, the cost of a school change coach, professional development for teachers, professional development for principals, three instructional support positions, evaluation and local cash to cover additional expenses. The local cash was primarily spent by the schools over the course of the 2005-06 school year on professional development expenses (salaries for teachers

¹ A performance composite is the percentage of all students who were performing at or above grade level on all End-of-Course tests administered during the school year. End-of-Course data is from the Department of Public Instruction.

² The five schools were Anson County ECHS, Catawba Valley ECHS, Cross Creek ECHS (Cumberland), Nash-Rocky Mount ECHS, and Rutherford ECHS.

³ College-course taking data was collected from the individual school sites by school-level survey.

⁴ One early college high school did not enroll or plan to enroll any students during their ninth grade year in college courses.

⁵ Attendance data is from the Department of Public Instruction.

⁶ For a redesigned high school, the comparable comprehensive high school is typically the comprehensive high school located on the same campus as the new school and / or the school from which the new school's student population is drawn. For an early college high school, the comparable comprehensive high schools are the other high schools in the district and the schools from which the new school's student population is drawn.

during the **Table 2. *Learn and Earn* Early College High School Implementation Grant Funding, 2005-06**

	Funding 2005-06
<i>Learn and Earn Implementation Grant:</i>	
School Change Coach	\$19,000
Teacher Professional Development	\$10,000
Principal Professional Development	\$6,000
1 Guidance Counselor and 1 Work-Based Learning Coordinator	\$140,000
1 College Liaison	\$58,000
Evaluation	\$4,500
Local Cash	\$57,500
Total:	\$295,000

summer, travel and other expenses), instructional materials and supplies, college textbooks and computer equipment and other equipment.

School Change Coach: Each *Learn and Earn* early college high school is assigned a professionally trained and highly experienced coach who serves as a facilitator for the planning and implementation of the *Learn and Earn* early college high school. Coaches are identified and trained by NCNSP and NCDPI. Brokering organizations, such as the Leadership Group of the Carolinas, work with NCNSP and NCDPI to facilitate the coaching process. Next year, the work of the school change coach will be supplemented by a highly trained and experienced instructional coach.

Teacher Professional Development: Over the course of the school year, teachers and counselors participated in a series of professional development sessions collectively called *Teaching for Results*. Many of the professional development sessions were follow-ups to previous sessions so that teachers and counselors were receiving consistent and meaningful professional development. Teachers and counselors participated in the following sessions:

- ***Student Support:*** Principals and counselors from the *Learn and Earn* early college high schools participated in a two-day professional development session focused on providing effective student support in their redesigned high schools.

The session was held in September at the 2005 North Carolina New Schools Project Fall Institute. The participants were engaged in discussions and hands-on activities centered on developing student advisories and seminar classes. Professional development leaders from the Middle College National Consortium led the session. This session was designed to support school sites in improving their student support systems in order to improve student-teacher relationships.

- *Professional Learning Communities:* In November, two teachers from each *Learn and Earn* early college high school participated in a professional development session focused on developing successful professional learning communities in a redesigned or early college high school through effective teacher leadership and the use of critical friends groups and other protocols to analyze student and teacher work. The session was a follow up to a previous site-based professional development session. Two instructors from the National Staff Development Council and three teachers from Texas led the session.
- *Differentiating Instruction:* In December, two teachers from each *Learn and Earn* early college high school participated in a session focused on differentiating instruction. The session provided participants with a variety of practical and ready-to-use differentiation strategies, including flexible groupings of students, learning contracts, and tiered lesson planning. Sandra Page from ASCD facilitated the session.
- *Project Based Learning:* In January, one to two teachers from each *Learn and Earn* early college high school participated in a project based learning professional development session. The session was a follow-up to two previous PBL sessions. Facilitators from the Buck Institute led the session. Teachers shared the PBL units they had been developing over the past several months and received feedback for improvement through the use of a tuning protocol from both the presenters and their colleagues.
- *Literacy:* In February, one teacher from each *Learn and Earn* early college high school participated in a session focused on teaching literacy across the curriculum. The session was a follow-up to a previous literacy session. Steve Hauge, a local literacy professional development facilitator, led the session, which was focused on specific literacy teaching strategies, teaching writing across the content areas, and developing school-wide literacy plans.
- *Teaching and Learning Conference:* In April, two to three teachers and principals from each *Learn and Earn* early college high school attended the second annual North Carolina New Schools Project Teaching and Learning Conference. The two-day collaborative session was designed so that the teachers and principals had the opportunity to share curriculum, best practices, successes and lessons learned. Teacher-facilitators from established innovative high schools including the Urban Academy, International High School at LaGuardia, International School of the Americas, and Dayton Early College Academy were available to discuss and provide feedback on a variety of topics including designing new courses, creating

internship and service learning opportunities, developing integrated curriculum, and implementing differentiated instruction. School teams were asked to bring at least one curriculum unit, professional plan or professional dilemma that they have been working on at their school. The participants then worked on those units or plans over the two days in their teams and scheduled meeting times with the teacher-facilitators for advice and feedback.

- *2006 NCNSP Summer Institute:* In June, teams of seven teachers, counselors and principals from the thirteen *Learn and Earn* early college high schools attended the 2006 North Carolina New Schools Project Summer Institute. This annual institute provided the teams time for meaningful reflection on the past year and planning for the opening of school in the fall. In addition, members of each team were involved in a field-based learning experience to the NC Zoo where they learned how to enrich field-based learning experiences through the use of literacy. Teams also had access to instructional experts and teacher leaders who could share their experiences of teaching and leading in innovative high schools. Overall, the institute was designed to help school teams develop a deeper understanding of rigor. Noted author Tony Wagner, Co-Director of the Change Leadership Group at Harvard Graduate School of Education, kicked off the institute by discussing what rigor is and how to recognize it in a school or classroom.

Principal Professional Development: The North Carolina New Schools Project in partnership with the UNC Principals Executive Program launched last summer the Leadership Institute for High School Redesign. Over the course of the year, the Leadership Institute for High School Redesign has provided professional development for *Learn and Earn* early college high school principals focused on effective instructional leadership. Principals participated in five regional evening networking sessions in which they discussed issues they were facing in their new schools, how to build a professional learning community, how to distribute leadership among teachers, the teacher working conditions survey, and how to analyze student assignments for evidence of rigor. In addition, the principals participated in the student support, the Teaching and Learning Conference and the Summer Institute professional development sessions detailed above.

Instructional Support Positions: *Learn and Earn* implementation grant funding also provides for one additional guidance counselor, one work-based learning experiences coordinator and one college liaison. The work-based learning experiences coordinator is intended to facilitate partnerships with community and business organizations that will provide internships and job shadowing opportunities for early college students. The college liaison position is designed to be the point of contact between the university or community college and the early college high school and facilitates student placement in college courses and the identification of additional college resources to support the early college high school.

Sites Opening for the 2006-07 School Year

During the 2005-06 school year, 22 *Learn and Earn* early college high school sites began a planning process for opening an early college. Twenty of those sites plan to open for students for the 2006-07 school year. For a complete list of the twenty new *Learn and Earn* early college high schools, please see Attachment 1. Of the twenty new *Learn and Earn* early college high schools, two are partnered with a UNC system school and 18 are partnered with an NC community college.

Each planning site received a small planning grant from NCDPI and NCNSP which was used over the course of the year to fund a school change coach, various planning activities and additional associated costs. The planning activities included:

- *Planning Support Session:* In September, members from each *Learn and Earn* early college high school planning team shared their school plans with other planning teams and received feedback on their planning process. The planning teams received initial training in the National School Reform Faculty's tuning protocol and used this tool in evaluating their school redesign plans. NC New Schools Project staff and coaches also facilitated discussions around the design principles for a *Learn and Earn* early college high school and the structures that need to be in place to ensure that an early college high school is different from a comprehensive high school. Planning teams also attended the NC Early College High School Conference (discussed below).
- *Study Visits to Model Schools:* NCNSP and NCDPI staff also led a series of study visits to model schools across the country for *Learn and Earn* early college high school planning teams. Each planning team could send one LEA planning team member and one university or community college planning team member. Planning teams visited Dayton Early College Academy in Dayton, OH; Youngstown State Early College in Youngstown, OH; Middle College High School at LaGuardia Community College in New York, NY; International High School at LaGuardia Community College in New York, NY; Hollis Price Middle College High School and Middle College High School at SWTCC in Memphis, TN; and Mott Middle College High School in Flint, MI. Each study visit included an initial briefing session, in which NCNSP and NCDPI staff provided background information on the schools that the participants would be visiting and led the participants in discussions about what questions they hoped to get answered. NCNSP staff also facilitated an accountable talk with participants focused on an article on student support and reviewed the *Learn and Earn* early college high school design principles. After the site visits, NCNSP and NCDPI staff led participants in a debriefing session in which participants discussed what they saw, why it is important, and what they intend to do with the information they have gathered. Participants prepared powerpoint presentations from what they had learned to share with their other planning team members. Each participant also received a packet before the trip that included background information on the schools they are visiting, tools for use in gathering

information from the site visits, the accountable talk article, and additional articles on high school redesign and the design principles.

- *Teaching and Learning Conference:* In April, two teachers from each *Learn and Earn* early college high school planning site attended a two-day professional development session focused on project-based learning. Thom Markham from the Buck Institute led the session. The session served as an introduction, with follow-up sessions planned for the 2006 Summer Institute and several other times over the course of the 2006-07 school year.
- *2006 NCNSP Summer Institute:* Teams of seven teachers, principals and counselors from the *Learn and Earn* early college high school planning sites also attended the Summer Institute detailed above. The teachers and counselors from the planning sites participated in one of four professional development sessions while at the Summer Institute. Those sessions were focused on project-based learning, rigor in practice, equity, and professional learning communities. The principals participated in a leadership session facilitated by the Leadership Institute for High School Redesign that was focused on preparing for the opening of the new school and on effective instruction leadership strategies.

NC Early College High School Conference

In September, NCNSP and NCDPI hosted the North Carolina *Learn and Earn* Early College High School Conference. Teams from *Learn and Earn* early college high school planning sites and approximately 60 general members of the education community attended the conference. The conference was held in conjunction with the NCNSP Fall Institute. Student support expert Perry Good and a panel of teachers and administrators addressed the participants on the need for and characteristics of an effective student support system in redesigned and early college high schools. State Superintendent June Atkinson also addressed the conference on the need for high school reform in NC. Participants had the opportunity in concurrent sessions to learn from state policy makers, leaders from national organizations, and North Carolina early college teachers and administrators about early college high schools. The RFP for planning an early college high school for the 2006-07 school year was also released at the conference. The conference was primarily intended to inform education community members about early college high school and to further generate interest in the initiative.

Evaluation Efforts

NCNSP and NCDPI are currently building a partnership with Jobs for the Future (JFF), the intermediary for the national Early College High School Initiative, to include NC's early college high schools in the Early College High School Initiative Student Information System. The Student Information System (SIS) collects and analyzes early college student-level data on such areas as demographics, attendance, course taking and

course completion patterns, test scores, GPA, disciplinary incidences, and number of college courses taken. The Student Information System will allow NCNSP, NCDPI and our early college high schools to better track and evaluate the progress of the students in our early colleges.

SERVE, the southeast region Federal Education Laboratory, in partnership with Duke University, the North Carolina New Schools Project, UNC-Greensboro, Abt Associates and other organizations, has received funding from the US Department of Education to conduct a rigorous, experimental research study of the *Learn and Earn* Early College High School Initiative. The research project will study the impact of the early college model on important student outcomes and will seek to determine whether the model works for different student populations. In addition, the project will also study the implementation of the components of early college high schools by examining the association of those components with student outcomes. This study will provide useful information to NCNSP, NCDPI and our early colleges on how to improve our practice.

Attachment 1. Learn and Earn Early College High Schools as of September 2006

Opened 2005-06

Anson County Schools	Anson County Early College High School
Buncombe County Schools	Buncombe County Early / Middle College
Catawba County Schools	Catawba Valley Early College High School
Clinton City/Sampson	Sampson County Early College High School
Cumberland County Schools	Cross Creek Early College High School
Davidson County Schools	Davidson Early College High School
Durham Public Schools	Josephine Dobbs Clement Early College High School
Edgecombe County schools	Edgecombe County Early College High School
Guilford County Schools	The Early / Middle College at GTCC
Nash-Rocky Mount Schools	Nash-Rocky Mount Early / Middle College High School
Iredell-Statesville Schools	Collaborative College for Technology and Leadership
Robeson County Schools	Robeson County Early College High School
Rutherford County Schools	Rutherford Early College High School

Opening 2006-07

Brunswick County Schools	Brunswick County Early College High School
Caldwell County Schools	Caldwell Early College
Cherokee County Schools	Tri-County Early College High School
Columbus County Schools	Southeastern Early College High School
Craven County Schools	Craven Early College High School
Greene County Schools	Greene County Early College High School
Guilford County Schools	GTCC Early/Middle College of Entertainment Technology
Guilford County Schools	NC A&T University Early/Middle College High School
Haywood County Schools	Haywood Early College High School
Hoke County Schools	SandHoke Early College High School
Lee County Schools	Lee County Early College High School

Macon County Schools	Macon County Early College High School
McDowell County Schools	McDowell Early College
New Hanover County Schools	Isaac Bear Early College High School
Pender County Schools	Pender Early College High School
Randolph County Schools	Randolph Early College High School
Stanly County Schools	Stanly Early College High School
Surry County Schools	Surry Early College High School of Design
Union County Schools	Union County Early College
Wake County Schools	Wake Early College of Health Sciences

EXECUTIVE SUMMARY

Title: Healthy Active Children Policy Progress Report 2005-2006

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #HSP-S-000
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Ms. Sherry Lehman (Section Chief, Healthy Schools), and Ms. Kymm Ballard (Healthful Living Consultant, Division of Elementary Education)

Description:

The summative report is presented to the State Board of Education for information each year. This is the third year of the report. Information regarding School Health Advisory Councils, minutes per week of physical activity and physical education, and trend data are included from 2004-2005 and 2005-2006 school years.

Resources:

N/A

Input Process:

LEA School Health Advisory Council Chairs and contacts

Stakeholders:

LEAs, School Healthy Advisory Councils, students and staff in North Carolina Public Schools.

Timeline For Action:

N/A

Recommendations:

N/A

Audiovisual equipment requested for the presentation:

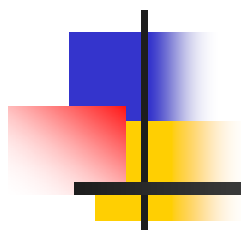
- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

Healthy Active Children Report 2006

HSP-S-000



North Carolina Healthy Schools Initiative
Summary Data from 115
School Health Advisory Councils



HSP-S-000

- Section 1. Local School Health Advisory Council
- Section 2. Physical Education
- Section 3. Recess and Physical Activity
- Section 4. Coordinated School Health Programs
- Section 5. Fully Implemented 2006-07

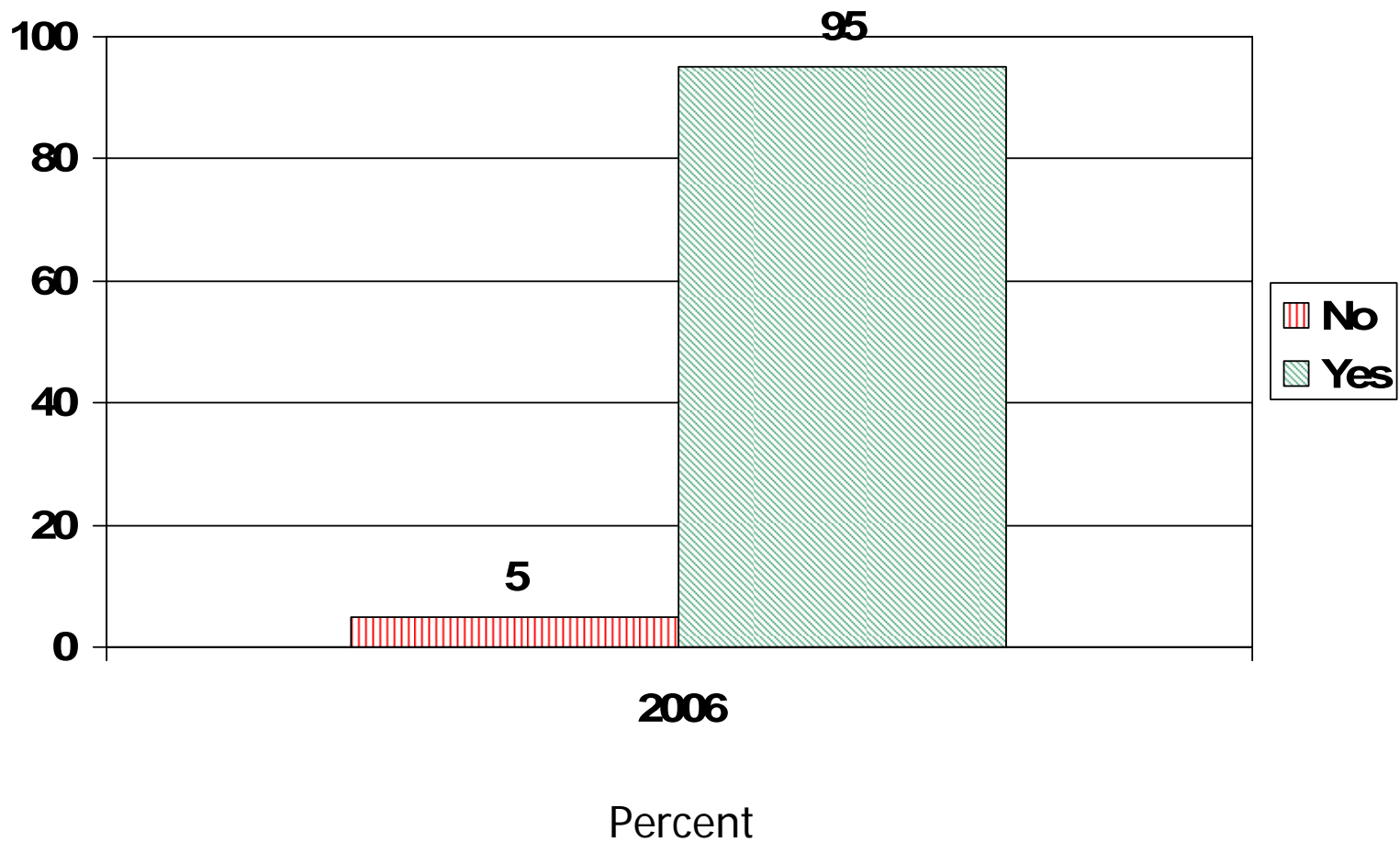


Healthy Active Children Report

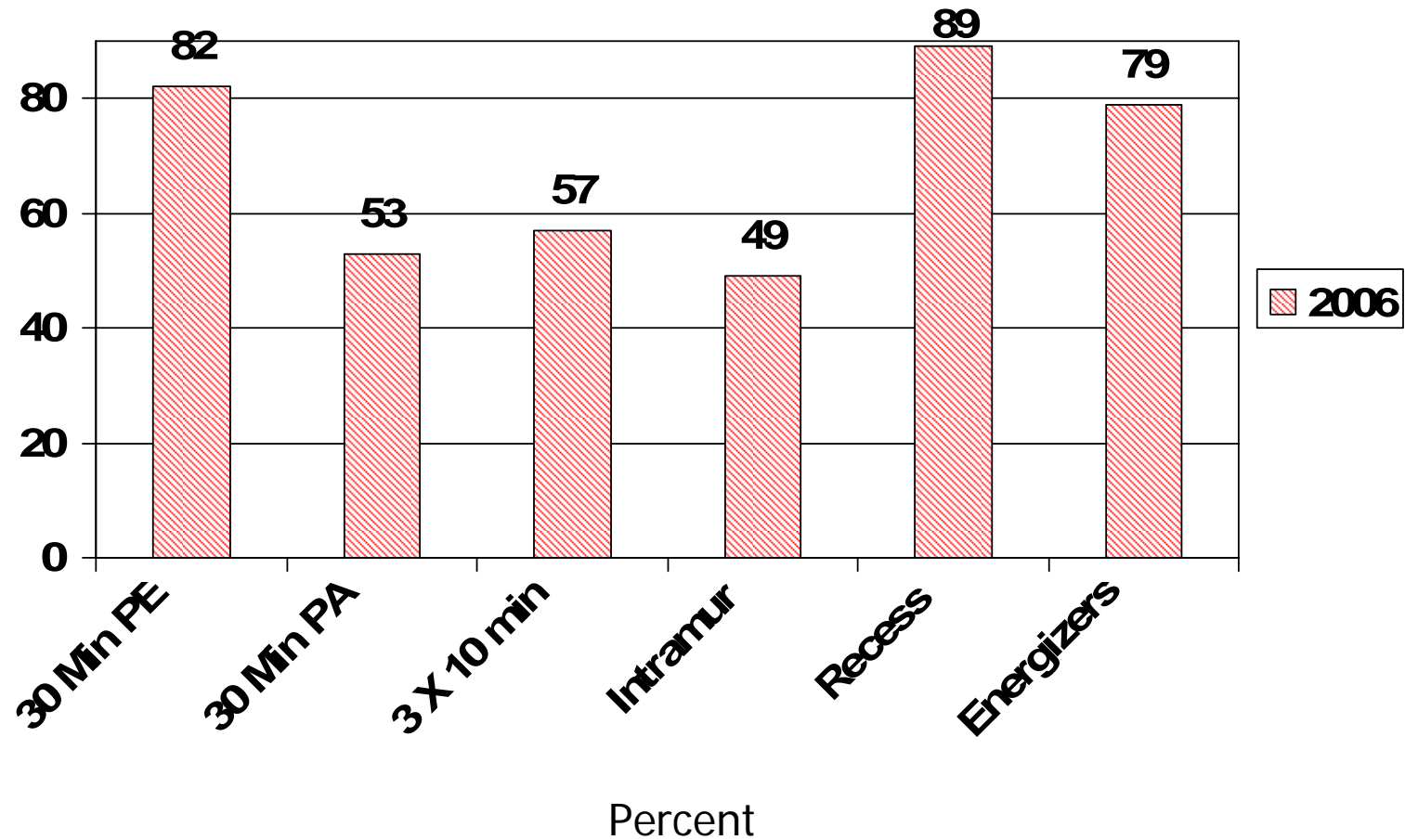
Key Points

- 92% of SHACs list a representative from each required area.
- 67% of SHACs meet at least quarterly.
- 95% have a plan to provide 30 minutes of physical activity daily by the '06-'07 school year.
- 49% report that half or more of their elementary schools provide 150 minutes of weekly PE with a certified PE teacher.
- 49% report that half or more of their middle schools provide 225 minutes of weekly Healthful Living with certified health and physical education teachers.

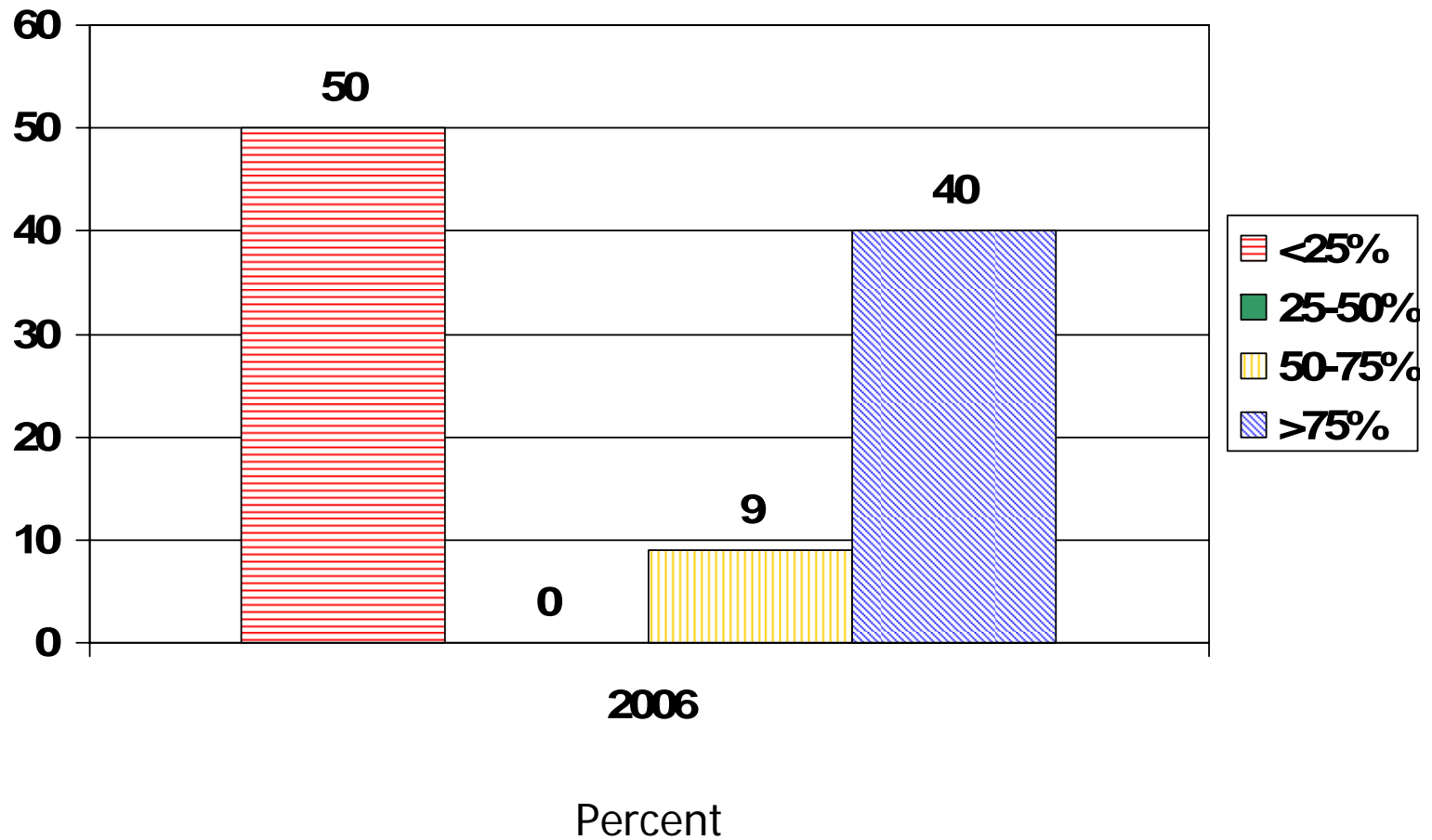
LEA Has a Plan for '06-'07 School Year to Provide 30 Minutes of Daily Physical Activity



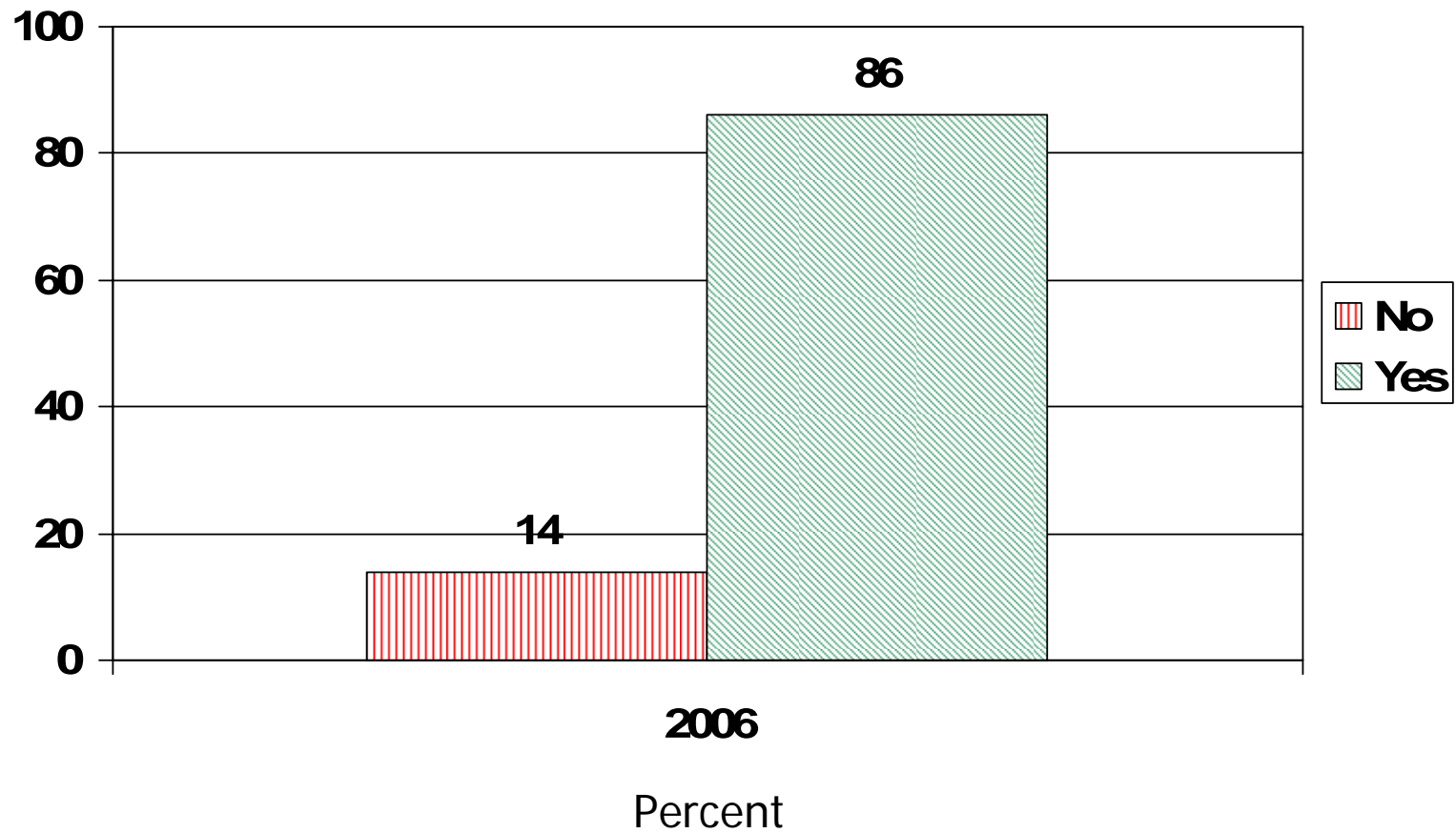
LEA Provides Moderate to Vigorous Physical Activity Through:



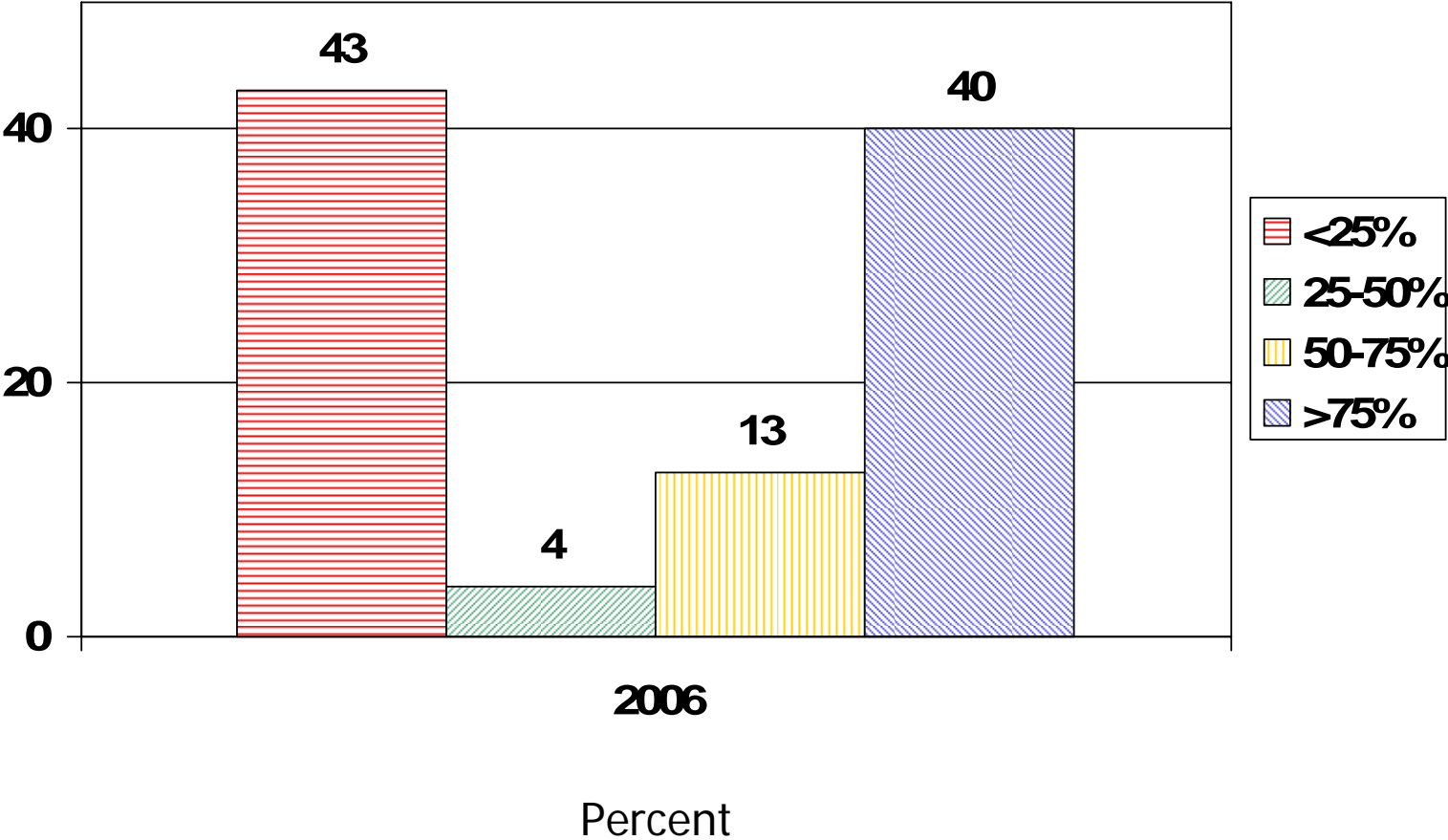
% of Elementary Schools in LEA Providing 150 Minutes per Week of PE with Certified Physical Education Teacher



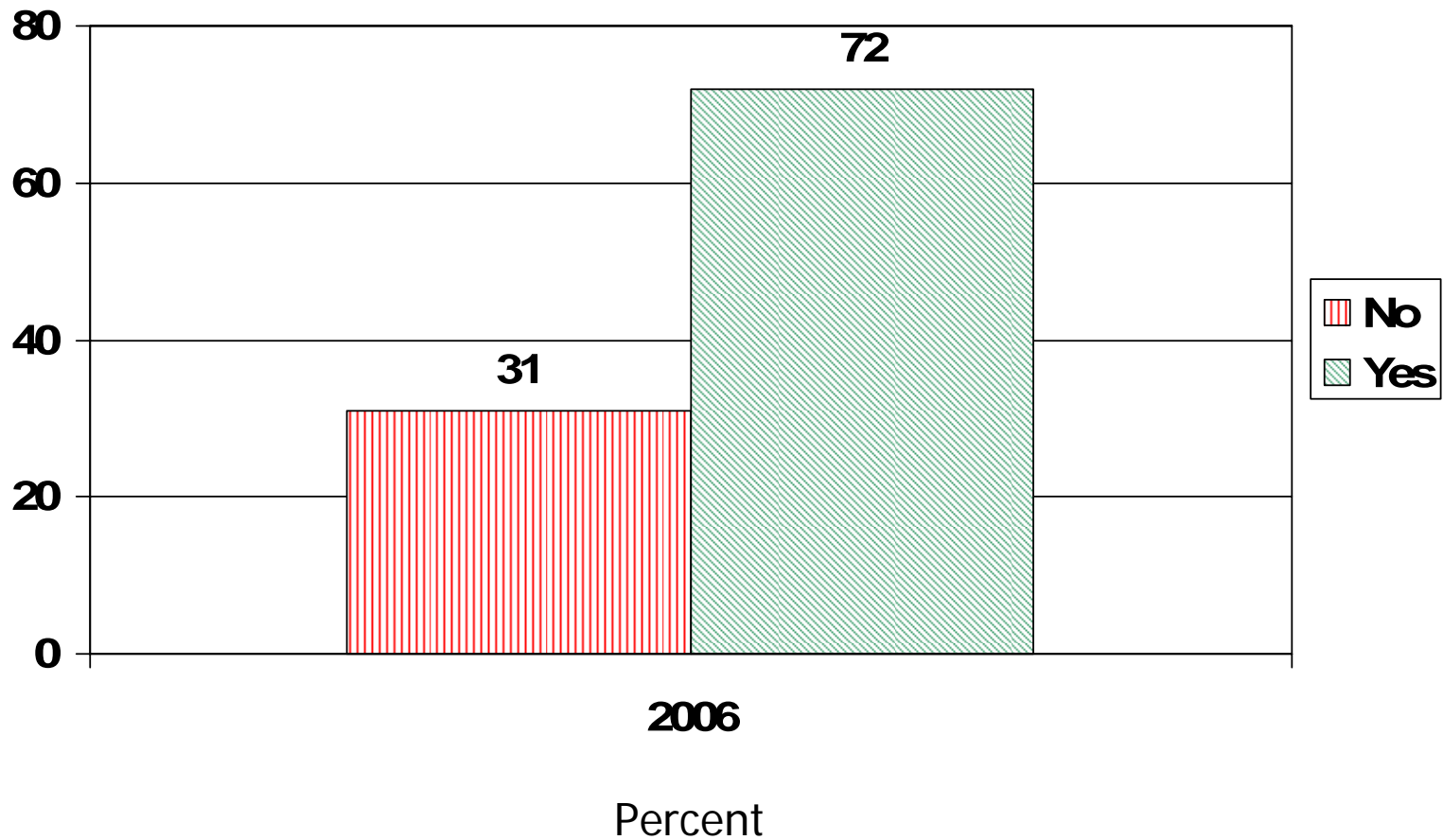
% of LEAs with K-5 Physical Education Class Sizes the Same as Other Regular Classes



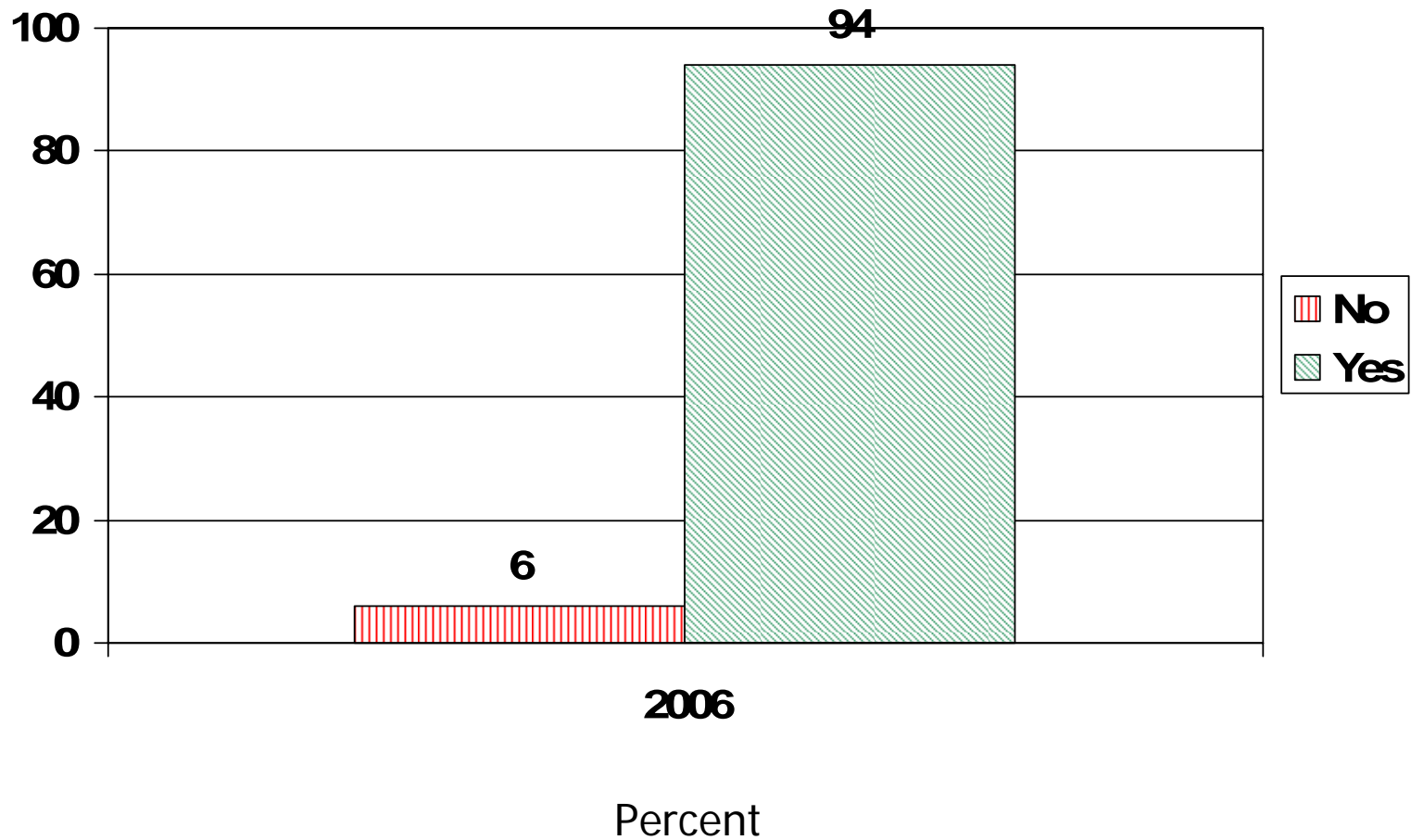
% of Middle Schools in LEA Providing 225 Minutes per Week of Healthful Living with Certified Health and Physical Education Teachers



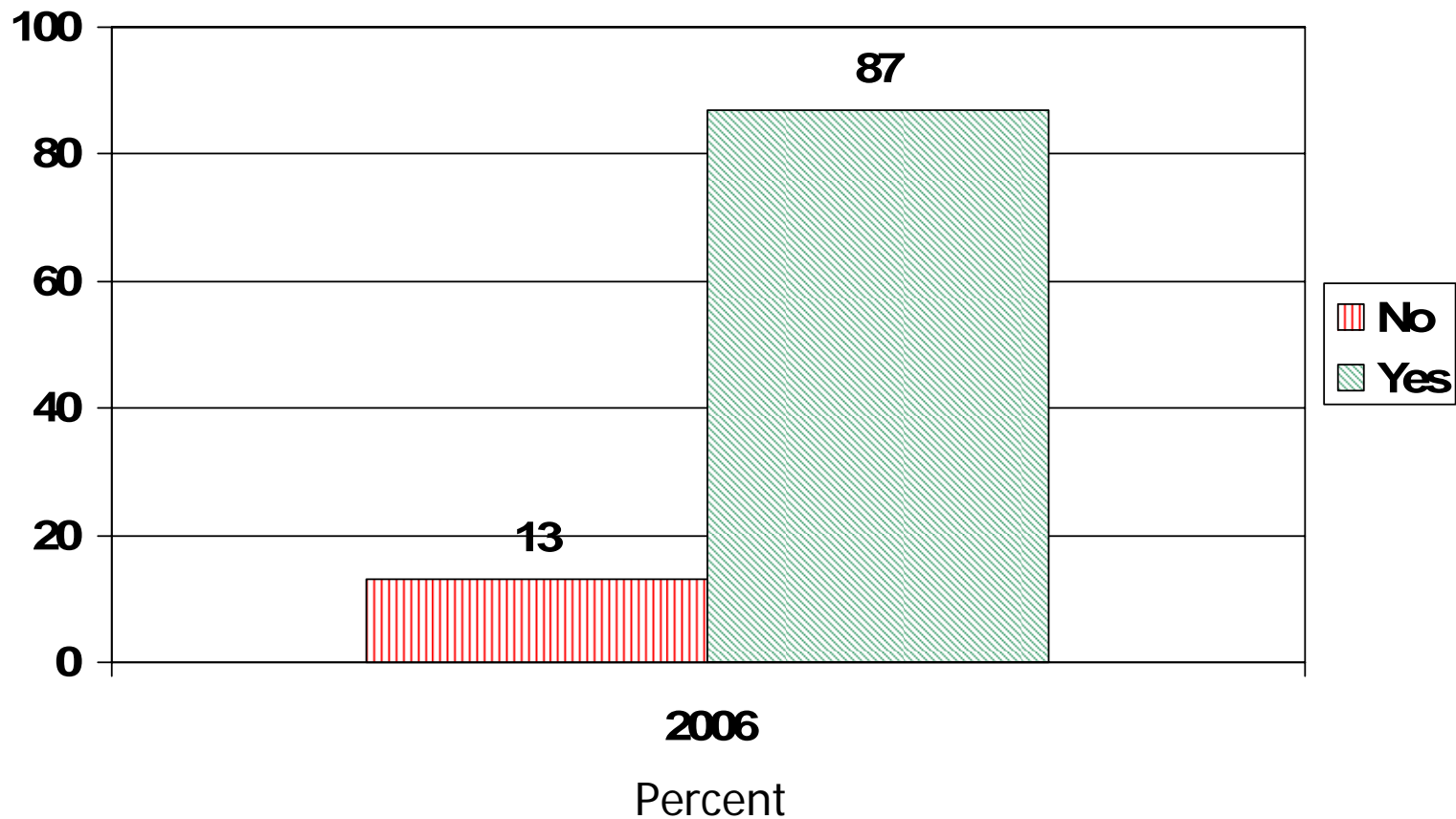
% LEAs with 6th-8th Grade PE & Healthful Living Class Sizes the Same as Other Regular Classes.



% of LEAs in Which No School or Teacher Uses Severe or Inappropriate Exercise as a Punishment

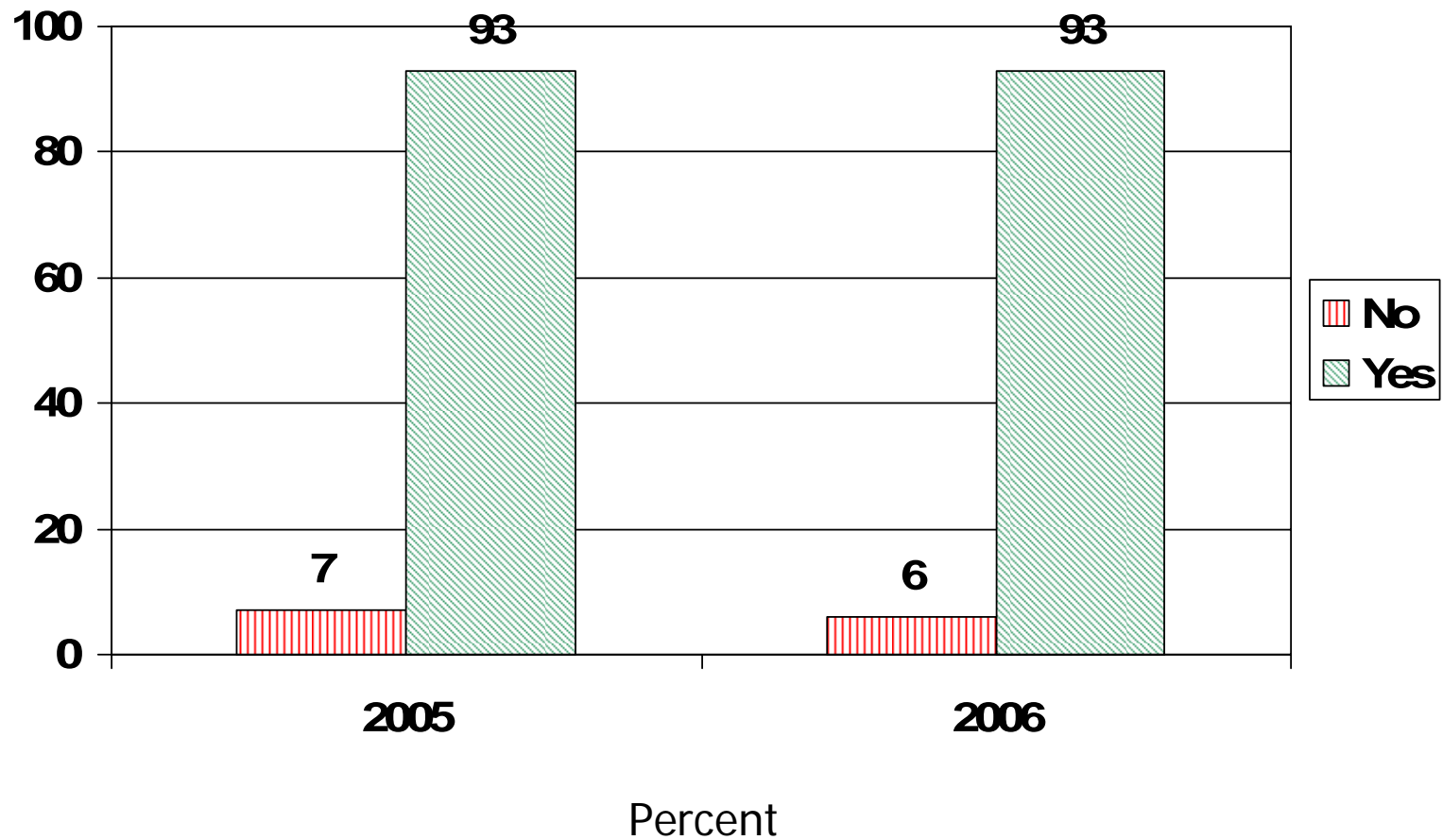


% of LEAs in Which No School or Teacher Withholds Recess as a Punishment.*

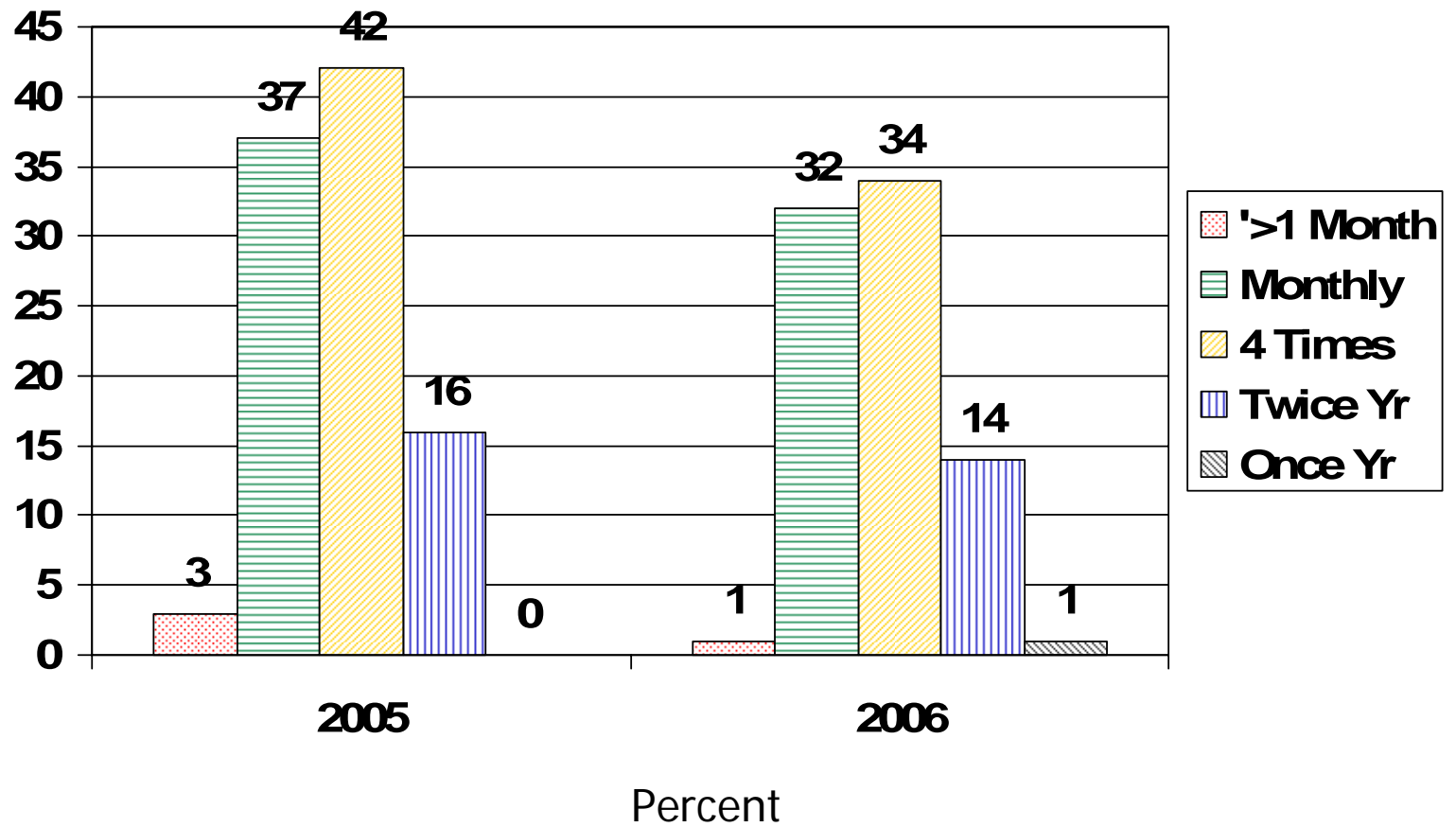


*This includes no staying in to make up work or to do extra work

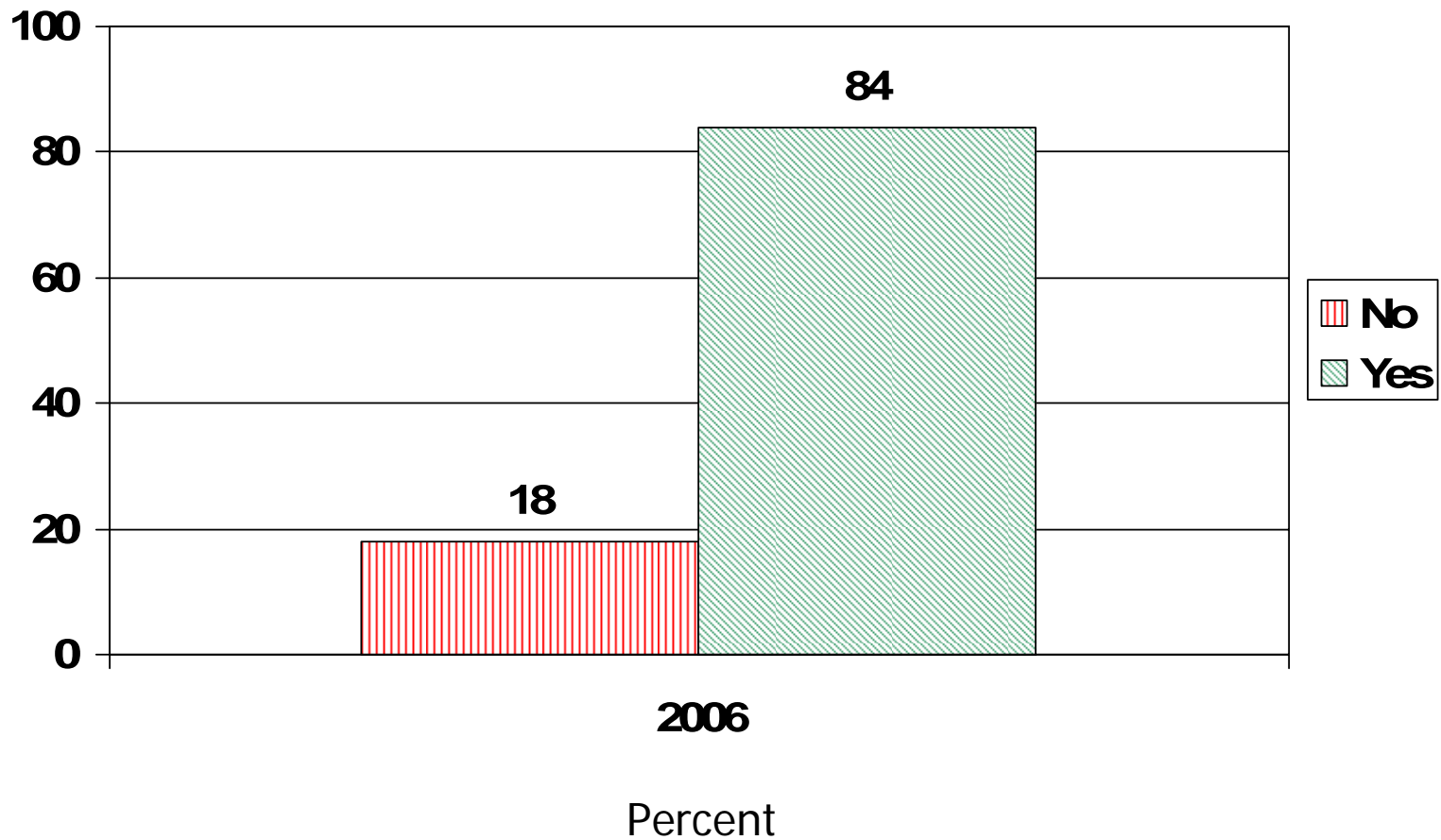
SHAC Has Required Representatives From All 8 Areas of Coordinated School Health



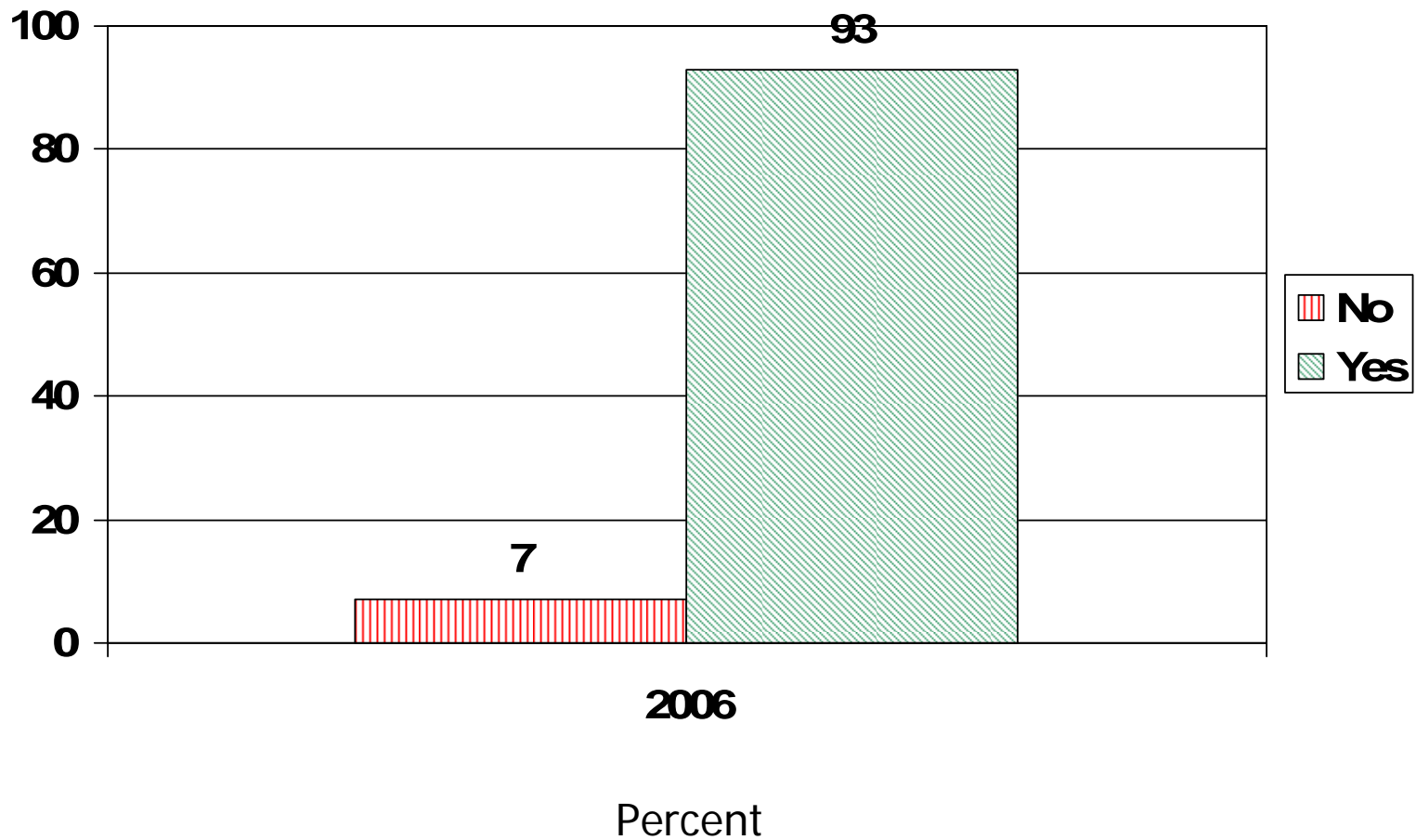
How Often SHAC Meets



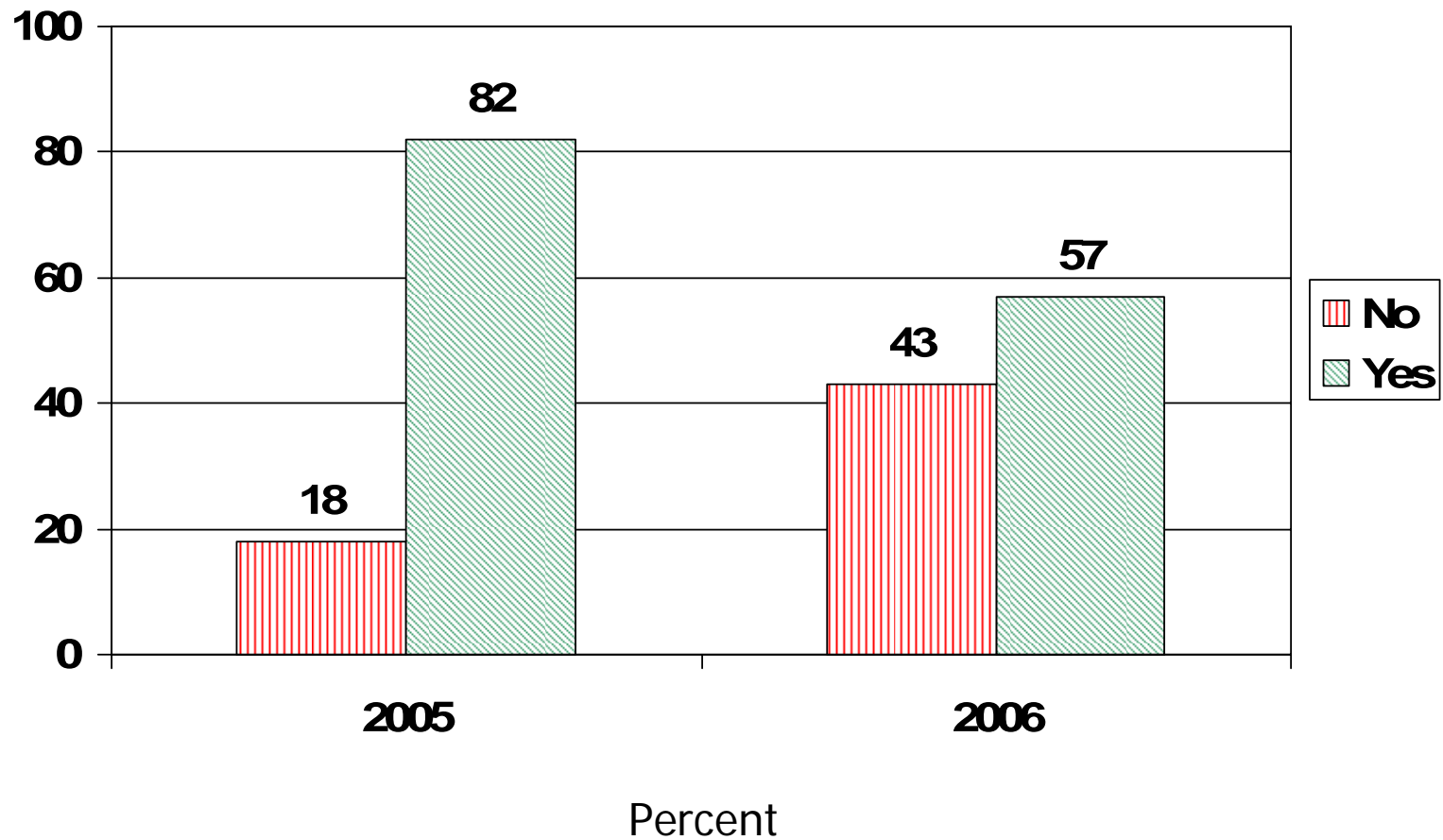
% of LEAs That Incorporate the Healthy Active Children Policy in the Safe Schools Plan



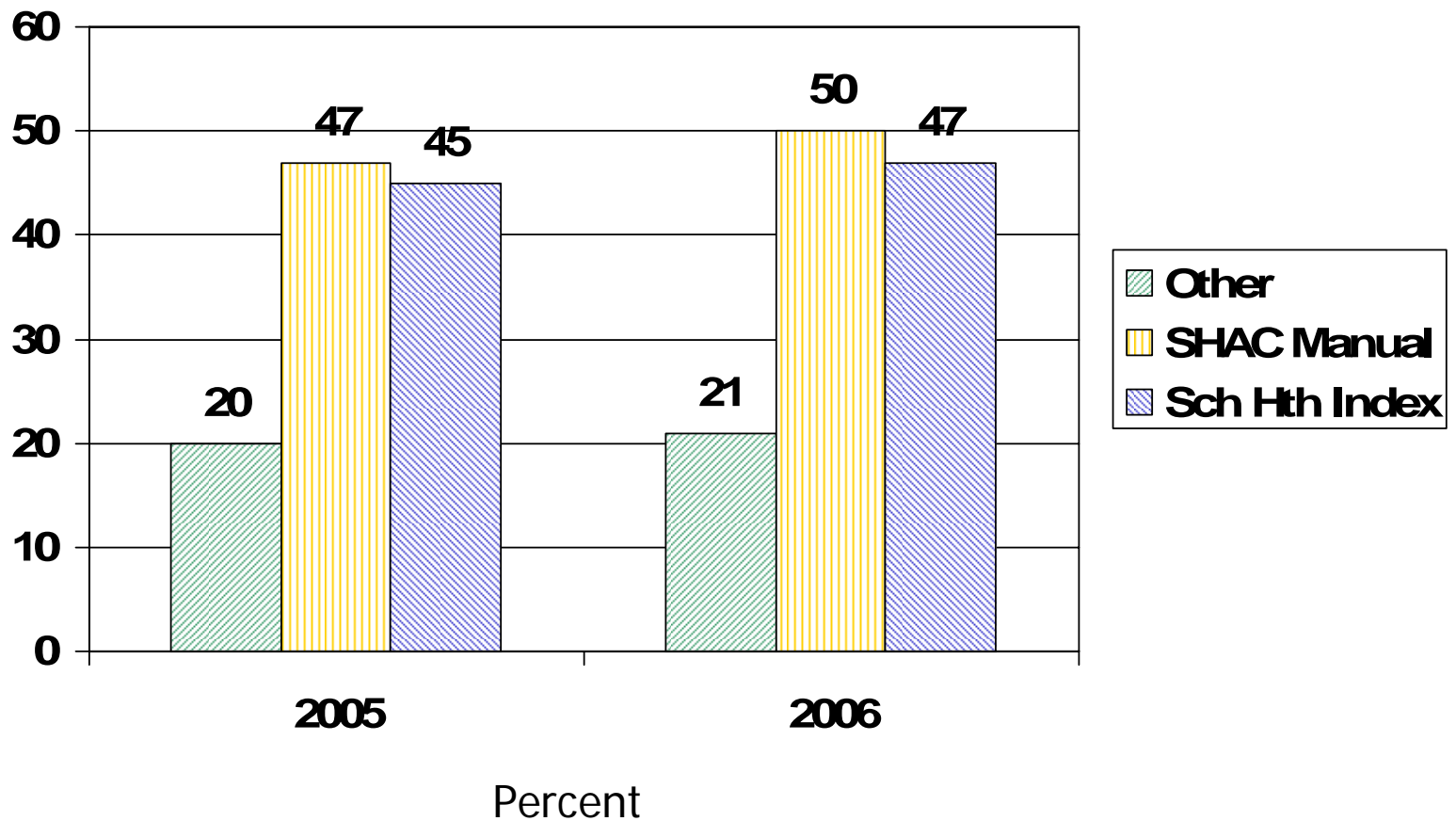
SHAC Served as Required Federal Wellness Policy Committee



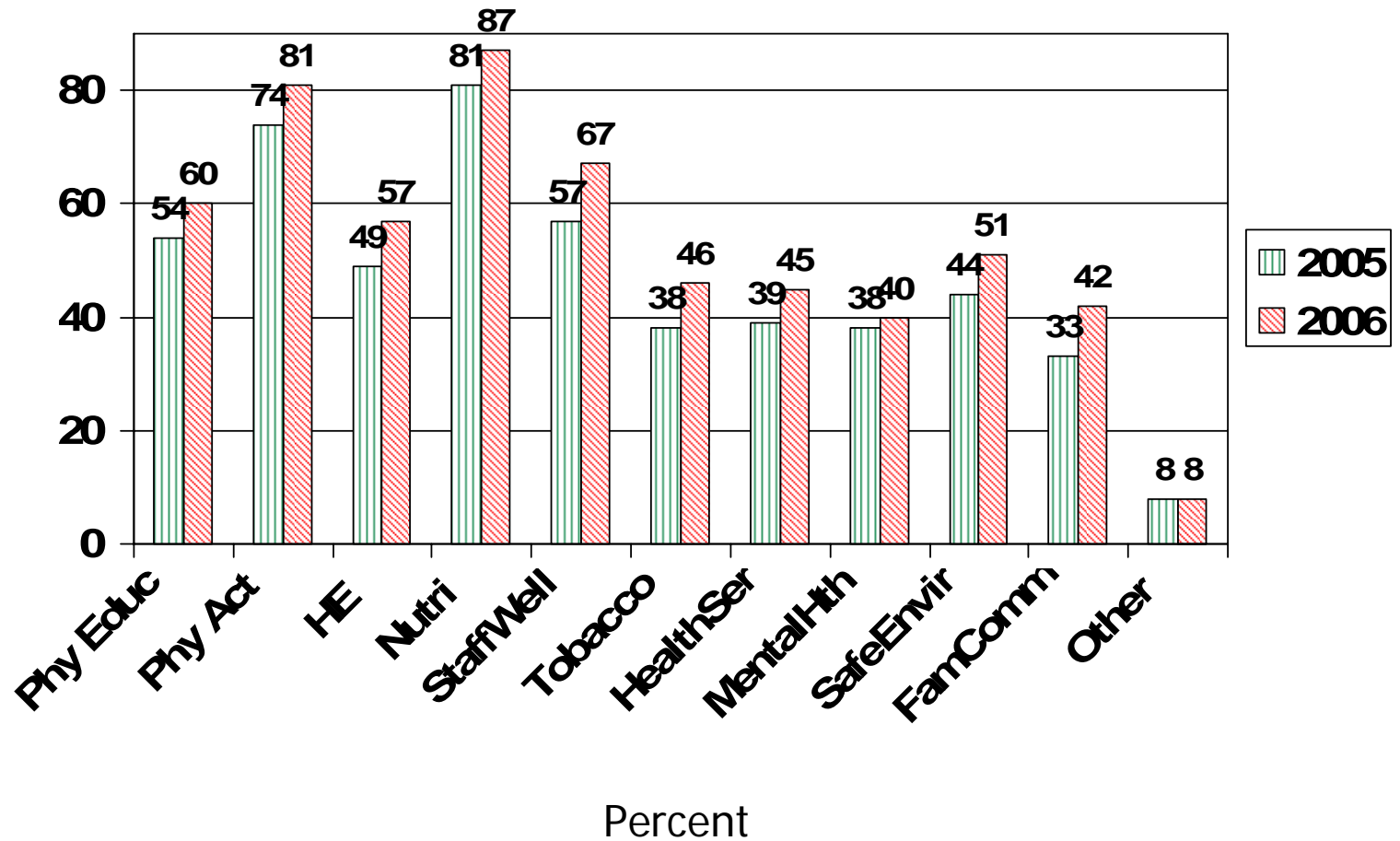
LEA Conducted a School Health Assessment



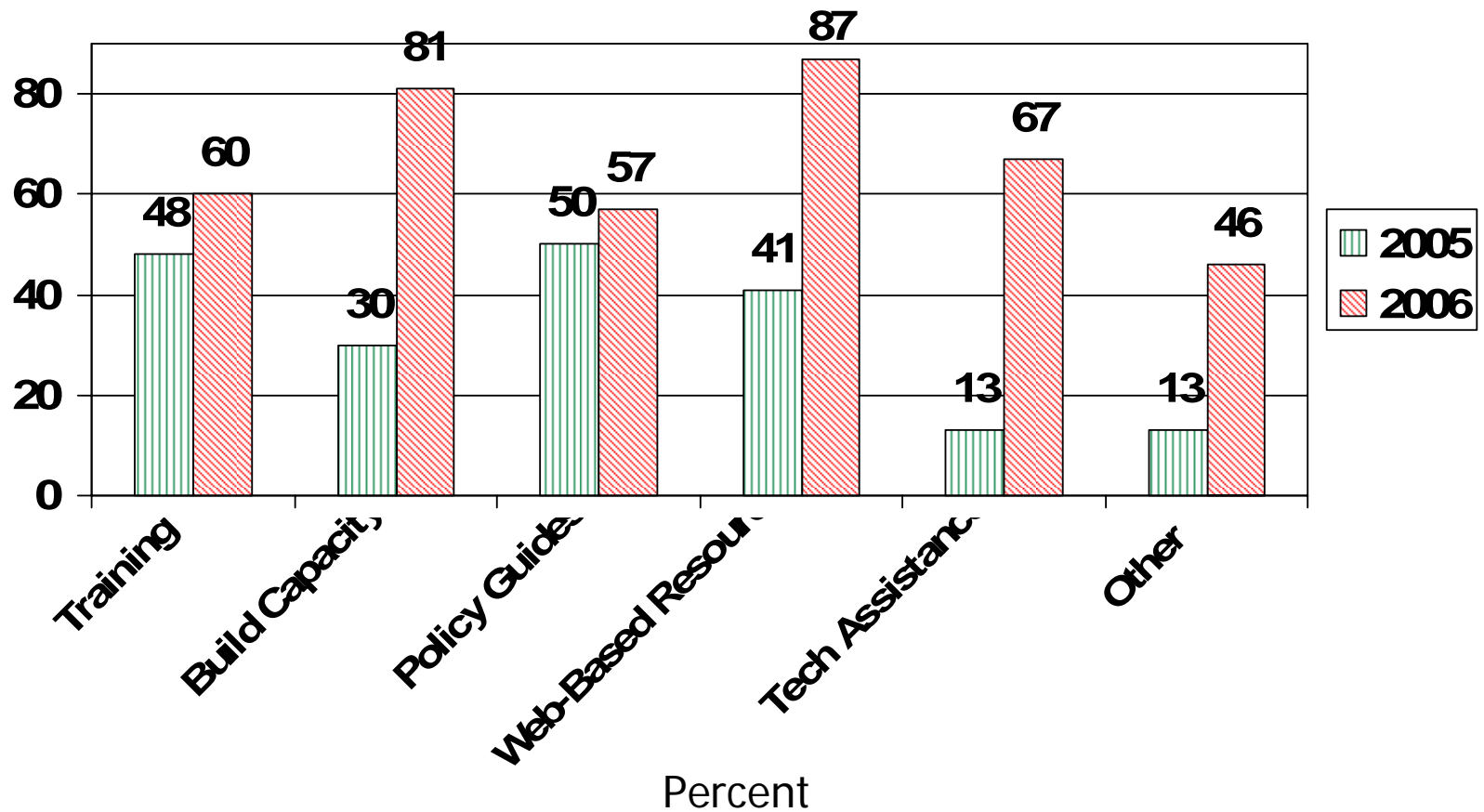
Name of the School Health Assessment Tool Used by LEA



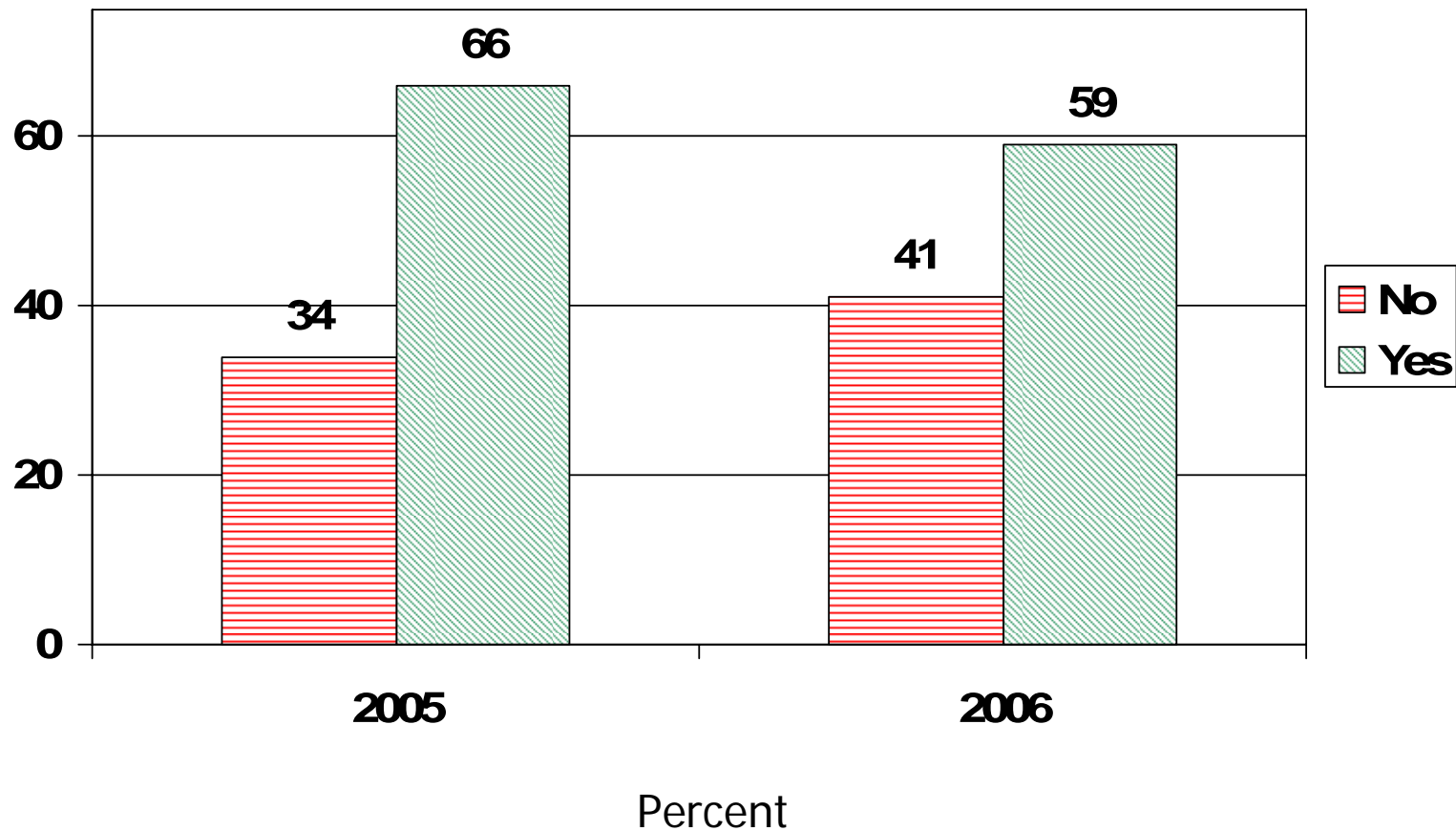
Primary Focus of Your SHAC's Action Plan



Specific Resources and Additional Assistance Requested by LEA's

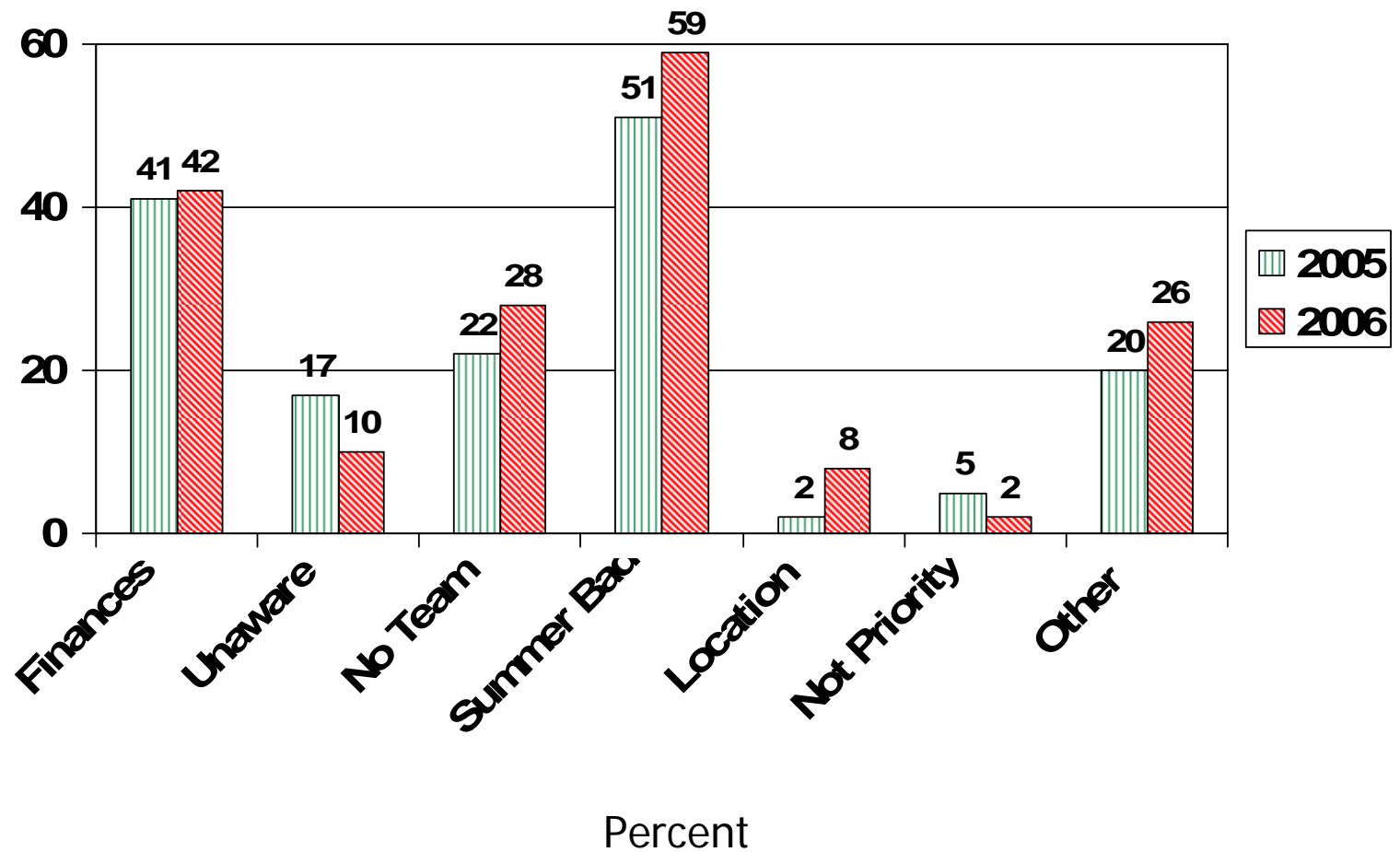


LEA Has Sent a Representative or Team to Annual SHAC Training*



*Healthful Living Institute, also called CSHP By the Sea

Reasons for Not Attending Annual SHAC Training



**NCVPS Final Course Review Selections
Targeted for '07-08'**

Subject	Course	Semesters	Provider
Math (13 Courses)	Algebra I	Block/1 semester	NCVPS
	<i>Algebra I Honors</i>	Block/1 semester	NCVPS
	<i>Algebra II</i>	Block/ 1 semester	NCVPS
	<i>Algebra II Honors</i>	Block/ 1 semester	NCVPS
	AP Calculus AB	Year-long/ 2 semesters	NCVPS
	AP Calculus BC	Year-long/ 2 semesters	NCVPS
	<i>AP Statistics</i>	Year-long/2 semesters	NCVPS
	Geometry	Block/ 1 semester	NCVPS
	<i>Honors Pre-Calculus</i>	Block/ 1 semester	NCVPS
	Pre-Calculus	Block/ 1 semester	NCVPS
	Advanced Functions and Modeling	Block/ 1 semester	NCVPS
	Tech Math I	Block/ 1 semester	NCVPS
	Tech Math II	Block/ 1 semester	NCVPS
	Social Studies (17 Courses)	US History	Block/ 1 semester
Civics and Economics		Block/ 1 semester	NCVPS
Civics and Economics Honors		Block/ 1 semester	NCVPS
World History		Block/ 1 semester	NCVPS
<i>World History Honors</i>		Block/ 1 semester	NCVPS
Medieval Studies		Block/ 1 semester	NCVPS
<i>AP World History</i>		Year-long/ 2 semesters	NCVPS
<i>AP U.S. History</i>		Year-long/ 2 semesters	NCVPS
<i>AP Government/Politics Comparative and US</i>		Year-long/2 semesters (2 credit course)	NCVPS
<i>AP Government/Politics Comparative</i>		Year-long/2 semesters (1 credit course)	NCVPS
<i>AP Government/Politics: US</i>		Year-long/2 semesters	NCVPS
<i>AP Human Geography</i>		Year-long/2 semesters	NCVPS
<i>AP European History</i>		Year-long/2 semesters	NCVPS
Sociology		Block/ 1 semester	NCVPS
<i>AP Psychology</i>		Year-long/2 semesters	NCVPS
Psychology		Block/ 1 semester	NCVPS
Psychology Honors		Block/ 1 semester	NCVPS
Science (15 Courses)	Physical Science	Block/ 1 semester	NCVPS
	Physical Science Honors	Block/ 1 semester	NCVPS
	Biology	Block/ 1 semester	NCVPS
	<i>Biology Honors</i>	Block/1 semester	NCVPS
	Earth/Environmental	Block/ 1 semester	NCVPS

	Science		
	Earth/Environmental Science Honors	Block/ 1 semester	NCVPS
	<i>Physics</i>	Block/ 1 semester	NCVPS
	Chemistry I	Block/ 1 semester	NCVPS
	Chemistry Honors	Block/ 1 semester	NCVPS
	<i>Astronomy Honors</i>	Block/ 1 semester	NCVPS
	<i>Anatomy and Physiology</i>	Block/ 1 semester	NCVPS
	<i>AP Chemistry</i>	Year-long/2 semesters	NCVPS
	<i>AP Biology</i>	Year-long/2 semesters	NCVPS
	<i>AP Physics</i>	Year-long/2 semesters	NCVPS
	AP Environmental Science	Year-long/ 2 semesters	NCVPS
English (11 Courses)	English I	Block/ 1 semester	NCVPS
	<i>English I Honors</i>	Block/1 semester	NCVPS
	English II	Block/ 1 semester	NCVPS
	English III	Block/ 1 semester	NCVPS
	English III Honors	Block/ 1 semester	NCVPS
	English IV	Block/ 1 semester	NCVPS
	English IV Honors	Block/ 1 semester	NCVPS
	<i>Intro to Poetry Writing</i>	Block/ 1 semester	NCVPS
	Journalism	Block/ 1 semester	NCVPS
	<i>AP English Language & Composition</i>	Year-long/2 semesters	NCVPS
	AP English Literature	Year-long/2 semesters	NCVPS

Second Language (15 Courses)	Spanish I	Block/ 1 semester	NCVPS
	Spanish II	Block/ 1 semester	NCVPS
	Spanish III Honors	Block/ 1 semester	NCVPS
	Spanish IV Honors	Block/ 1 semester	NCVPS
	<i>AP Spanish Literature</i>	Year-long/2 semesters	NCVPS
	German I	Block/ 1 semester	NCVPS
	German II	Block/ 1 semester	NCVPS
	German III Honors	Block/ 1 semester	NCVPS
	German IV Honors	Block/ 1 semester	NCVPS

	Latin 1	Block/ 1 semester	NCVPS	
	Latin II	Block/ 1 semester	NCVPS	
	Latin III	Block/ 1 semester	NCVPS	
	Latin III Honors	Block/ 1 semester	NCVPS	
	AP Latin Literature	Year-long/2 semesters	NCVPS	
	AP Latin Vergil	Year-long/ 2 semesters	NCVPS	
Computer/Business (13 Courses)	Computer/Business			
	Computer Applications I	Block/ 1 semester	NCVPS	
	Computer Applications II	Block/ 1 semester	NCVPS	
	<i>Digital Communications</i>	Block/ 1 semester	NCVPS	
	Computer Programming	Block/ 1 semester	NCVPS	
	<i>AP Computer Science A</i>	Year-long/2 semesters	NCVPS	
	<i>AP Computer Science AB</i>	Year-long/2 semesters	NCVPS	
	<i>Career Management</i>	Block / 1 semester	NCVPS	
	E Commerce I	Block/ 1 semester	NCVPS	
	E Commerce II	Block/ 1 semester	NCVPS	
	Principles of Business and Personal Finance	Block/ 1 semester	NCVPS	
	<i>Business Law</i>	Block/ 1 semester	NCVPS	
	<i>Marketing</i>	Block/ 1 semester	NCVPS	
<i>Marketing Mgmt.</i>	Block/ 1 semester	NCVPS		
Music/Art (5 Courses)	Art/Music			
	<i>Art Appreciation</i>	Block/ 1 semester	NCVPS	
	Art I Drawing and Design	Block/ 1 semester	NCVPS	
	<i>AP Art History</i>	Year-long/2 semesters	NCVPS	
	Music Appreciation	Block/ 1 semester	NCVPS	
	<i>Music Theory</i>	Block/ 1 semester	NCVPS	
Total Courses	89 courses/23 AP			