



Elementary and Secondary Education Act (ESEA) of 1965

NC DEPARTMENT OF PUBLIC INSTRUCTION

MAY 2009

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Where Is No Child Left Behind?

With news of the American Recovery and Reinvestment Act (ARRA) and US Secretary of Education Arne Duncan weighing in on October 2008 Title I regulations, there has been a lot of talk about what used to be called No Child Left Behind (NCLB). The new administration, however, is making reference to all NCLB issues as the Elementary and

Secondary Education Act (ESEA), going back to the original 1965 name of the law.

The federal law, which comes up for reauthorization every five years, got the No Child Left Behind name in the 2002 reauthorization. The law will be rewritten later this year – with new regulations and probably a new name. States are waiting

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USED Makes Some Changes to October 2008 Title I Regulations

In an April 1, 2009, letter to Council of Chief State School Officials, Secretary of Education Arne Duncan outlined which of the previous administration's October 2008-released Title I regulations he agreed with and which he planned to repeal or modify. He wrote in the letter, available on the Web at www.ed.gov/policy/elsec/guid/secletter/090401.html, "I am also mindful of the fact that it is important to balance the need to plan for the reauthorization of the ESEA with the need to review existing regulations. On the whole, these regulations [October 2008] support the educational goals for which I will advocate as Secretary: greater transparency, particularly for parents; flexibility in return for accountability; improved assessment and data systems to better track the growth of students and improve instruction; and increased focus on high school graduation."

can apply for a waiver of the provision for 2009-10. (North Carolina is applying for a waiver.) The second phase open for NC SES applicants for the 2009-10 school year closes June 12, 2009. Applications are available on the Web at www.ncpublicschools.org/program-monitoring/resources/ses/.

- to consider a one-year waiver of the requirement for states to notify parents of their public school choices 14 days before the beginning of the school year if a State's current assessment timeline precludes its districts from being able to do so. (North Carolina is not applying for this waiver because the 2009-10 Adequate Yearly Progress (AYP) announcement process allows LEAs adequate time.)
- to repeal the requirement that a State revise its Accountability Workbook with respect to its definition of AYP and submit those revisions for peer review.

The key changes to the October 2008 regulations that Sec. Duncan proposed are:

- to amend or repeal a 2002 regulation prohibiting a State from approving districts and schools identified for improvement to be Supplemental Educational Services (SES) providers. Because this change must go through the rulemaking process, states

On the following page is a chart outlining some of the key October 2008 provisions remaining in effect with the exception of graduation rate regulations which will be addressed in a subsequent newsletter edition. More about SES regulations is on page 10 and more about the AYP announcement process is on pages 6-7.

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

Where Is No Child Left Behind? CONTINUED

to see the new administration's priorities and policies on such issues as the fate of schools that have not met proficiency goals by NCLB's 2014 deadline. Although the new administration hasn't publicized an official stance, President Barack Obama has referred to the goal of the United States having the highest proportion of college graduates in the world by 2020 in several speeches.

In the opening of his April 1, 2009, letter to the Council of Chief State School Officers (CCSSO), Sec. Duncan wrote, "I support the core principles of the Elementary and Secondary Education Act of 1965 (ESEA), including closing achievement gaps and demanding accountability for ensuring that all students achieve to high standards. But the law can be improved. In the coming months,

I will be traveling the country and listening to States and local educators, as well as other stakeholders, to learn about the ways in which the ESEA and its resulting policies can be enhanced."

One of the priorities, supported by Pres. Obama and Sec. Duncan, is a drive toward national standards and tests. (See related story on page 9.) This newsletter and the Web site at www.ncpublicschools.org/nclb will continue to report on policy changes regarding standards, teacher quality, testing and other NCLB, er, ESEA, provisions and new initiatives. The newsletter masthead and Web site at www.ncpublicschools.org will be redesigned to reflect these changing times. Stay tuned.

USED Makes Some Changes to October 2008 Title I Regulations CONTINUED

Provision	Description
§200.11 (c): NAEP data on State and district report cards	Requires each State and LEA to include on its respective report card the most recent NAEP reading and math results for the State (data must be disaggregated by student subgroup on the State report card) and to also include the participation rates for students with disabilities and for limited English proficient students. (Results from 2007 will be the first included.)
§200.37(b)(5): Supplemental Educational Services (SES) notice to parents	Requires an LEA to indicate those providers who are able to serve students with disabilities or limited English proficient students.
§200.39(c): Posting public school choice and SES information	Requires an LEA to post on its Web site the following information in a timely manner in order to ensure that parents have current information on their public school choice and SES options: <ul style="list-style-type: none"> • The number of students who were eligible for and who participated in SES and public school choice, beginning with data from the 2007-08 school year and for each subsequent year; • A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year; and • A list of available schools to which students eligible for public school choice may transfer for the current school year.
§200.47(a)(1)(ii)(B): State responsibilities for SES	Requires a State to post on its Web site, for each LEA, the amount the LEA must spend for SES and choice-related transportation (20 percent obligation) and data on the LEA's per-pupil allocation.
§200.47(a)(3)(ii): State responsibilities for SES	Requires a State to indicate on its list of approved providers which providers are able to serve students with disabilities or limited English proficient students.

LEAS MUST REVERT FUNDS

School systems must revert \$41 million of State funding, in addition to the \$58 million previously required. In May, the State Board of Education approved giving LEAs the flexibility to adjust all State allotment categories (except Driver Education which is funded by the Highway Fund) to offset the mandated reduction to the LEAs' Non-Instructional Support allotment. LEAs can adjust any State allotment based on this flexibility.

Title I federal grant awards and Individuals with Disabilities Education Act (IDEA) federal grant awards made through the American Recovery and Reinvestment Act of 2009 (ARRA) that have been distributed already to the LEAs can help mitigate the

impact of this major State reversion target. The federal grant funds can be used to cover grant-allowable activities even if the activities were formally funded by State funds. In this case, the expenditure would not be considered supplanting.

This recently required reversion is an increase for public school reversions from \$159 million to \$200 million and amounts to a reduction of an additional \$27.75 per ADM. The remaining \$101 million of the required reversion is expected to come from the NCDPI and other State Public School Fund reversions. The reversion is necessary because of the growing shortfall between the projected State revenues and the State spending budget.

LEAs Must Develop Title I Plans by June 12

Local education agencies (LEAs) decide on an annual basis which schools will receive Title I school allotments. The LEA should include input from all stakeholders when deciding which schools to serve (e.g., school administration, staff, parents, etc.). A school is considered a Title I school from July 1st of each fiscal year regardless of when the application for funds is approved by the State.

1. Selecting Schools - An LEA must first rank all of its schools according to their percent of poverty. An LEA must rank each school based on the percentage (not the number) of low-income children in each school.

- **Determining the Percent Poverty** - Percent poverty for each school is typically determined by comparing the number of children attending each school (ADM) with the number of low-income children for the same school (i.e., those eligible for free or reduced lunch). Children included in the counts should be those between 5 and 17 years old.

- **Rank Ordering the Schools** - Schools are then ranked in order from highest percent poverty to lowest percent poverty.

- **Deciding Which Schools to Serve** - All schools at 75 percent or above must be served (i.e., provided with an allotment). Once these schools are served, the district may serve any other schools in rank order down to those at or above 35 percent poverty. Once schools at 75 percent have been served, the LEA has the option to (1) continue serving schools in the district-wide ranking or (2) serve schools in rank order by grade span groupings (e.g., K-5, K-8, etc.). Schools must not be skipped in the rank order within the option the LEA chooses. The LEA can stop in rank order at any point (e.g., serving only the first 10 of 16 schools in the LEA).

- **Expanding the Number of Title I, Part A Schools** - An LEA may allocate Title I, Part A funds available through the American Recovery and Reinvestment Act of 2009 (ARRA) to eligible schools, such as high schools, that are not currently being served, provided the LEA allocates those funds consistent with Elementary and Secondary Education Act (ESEA) regulations. Extrapolating poverty data using feeder patterns is one means of determining poverty status in the absence of available data collected directly from students in the school. More information on within-LEA Title I allocations and using feeder patterns is available on the Web at www.ed.gov/programs/titleiparta/wdag.doc.

2. School Allocations - Once an LEA decides which schools to serve, an allocation is determined for each school. There is no specific amount required, but each school must receive enough Title I funds to effectively operate a Title I program. More information on this formula is available on the Web at www.ed.gov/programs/titleiparta/wdag.doc.

- **Determining the District Reservations** - The LEA must first reserve funds from its total Title I allocation for (1) required "set-asides" as they apply to that district (e.g., LEA Improvement, School Improvement, Parent Involvement, etc.), and (2) any other additional set-asides an LEA may choose (e.g., Professional Development, District-wide Instructional

Initiatives, etc.) (More information on waivers related to ARRA funds and set-aside determinations is available on page 4.)

- **Calculating the Per-Pupil Allotment (PPA)** - The remaining amount of Title I funds is divided by the total number of low-income children in all of the schools that will be served (not the district total) to determine a PPA. (There are several options for differentiating the PPA from one school to another.)

- **Calculating the School Allocation** - The PPA is then multiplied by the total number of low-income children attending each school.

3. Title I Plans - After the LEA has determined a projected amount for each school, the LEA must collaboratively work with each school to develop a Title I plan for using the funds.

- **Operating a Targeted Assistance Program** (Schools with 35 percent poverty rate can open as targeted assistance schools.) - The plan for this model should be based on a needs assessment and aligned to overall school plans. In this model, Title I funds are used only for supplementary educational services for eligible children who are failing or are at risk of failing to meet state standards. The plan describes how students will be selected and the program to be implemented (e.g., reading, math, etc.). For most schools in NC, this can be accomplished as part of the School Improvement Planning process.

- **Operating a Schoolwide Program** (Schools with 40 percent or higher poverty rate or a waiver, if lower.) - This model allows the most flexibility in the use of Title I funds. Title I funds can be used to pay any core subject teachers in a Title I school. Teacher assistants must meet ESEA qualifications in a schoolwide school. Counselors and social workers may be able to be paid from Title I funding. Schoolwide Program Schools use funds from Title I and other federal education program funds and resources to upgrade the entire educational program of the school. The plan should include a description of the comprehensive needs assessment conducted for the school and address each of these components: school reform strategies; instruction by Highly Qualified staff; high-quality and ongoing professional development; strategies to attract Highly Qualified staff; strategies to increase parental involvement; preschool transition strategies; teacher participation in making assessment decisions; timely and additional assistance to students having difficulty mastering standards; and coordination and integration of federal, state and local programs and resources. A district may operate a schoolwide program in the first year of being served if it assures that a year of planning has taken place. For most schools in NC, the School Improvement Planning process may meet this requirement.

4. Title I Applications, available at www.ncpublicschools.org/program-monitoring/titleI/grants/, are due by June 12 for the 2009-10 school year. LEAs must submit a new application with a new budget and project narrative if adding Title I schools to change the project.

If you need assistance in developing your Title I plan, contact your regional consultant or Program Monitoring Section Chief Donna Brown at 919.807.3812 or dbrown@dpi.state.nc.us.

USED Will Consider Waivers Related to ARRA Title I Set-Asides

According to Secretary of Education Arne Duncan's April 1, 2009, letter to Council of Chief State School Officials, the US Department of Education (USED) will consider waiver requests related to American Recovery and Reinvestment Act (ARRA) Title I funds concerning set-asides on:

- A school in Improvement's responsibility to spend 10 percent of its Title I funds on professional development;
- An LEA in Improvement's responsibility to spend 10 percent of its Title I, Part A, allocation on professional development;
- An LEA's obligation to spend an amount equal to at least 20 percent of its Title I, Part A, Subpart 2 allocation on transportation for public school choice and on SES;
- An LEA's responsibility to calculate the per-pupil amount for SES based on an LEA's FY 2009 Title I, Part A, Subpart 2 allocation;
- the prohibition on an SEA's ability to grant to its LEAs waivers of the carryover limitation more than once every three years (North Carolina already has this provision as an Ed Flex state.);
- the Title I, Part A maintenance of effort (MOE) requirements – If the USED permits a State or LEA to treat State Fiscal Stabilization Funds (SFSF) as State or local funds to meet Title I, Part A MOE requirements, the SFSF funds would then be included in the State's or LEA's expenditures on which MOE is calculated in subsequent years. The USED may waive the MOE requirement if it determines that a one-year waiver would be equitable due to exceptional or uncontrollable circumstances such as an unforeseen decline in the State's financial resources. If an LEA receives a waiver, its Title I, Part

A and other covered program allocations would not be reduced due to its failure to maintain fiscal effort. In deciding whether to grant an LEA an MOE waiver, the USED will consider the extent of the circumstances cited. For example, if financial problems related to the economic downturn are cited, the USED will consider the extent of the decline in available financial resources, in view of the ARRA, as well as changes in demand for services. The USED will be concerned if the local government through which the LEA receives resources reduces the proportion of total revenues spent on education and will take that fact into consideration.

USED WILL NOT WAIVE:

- comparability of services - Each year, LEAs must show that they are serving all schools with State and local dollars first and that there is not a higher State-paid ratio of teachers, instructional supplies and materials, etc., in one school than another (Title I vs. non-Title I);
- use of Federal funds to supplement, not supplant non-Federal funds - In certain circumstances, e.g., cases of severe budget shortfalls, an LEA may be able to establish compliance even if it uses Title I, Part A funds to pay for allowable costs that were previously paid for with State or local funds; (See guidance on page 5.)
- equitable participation of private school students and teachers;
- parent participation and involvement;
- applicable civil rights requirements; etc.

The waiver request process has not been outlined yet by the USED. Sec. Duncan's letter is available on the Web at www.ed.gov/policy/elsec/guid/secletter/090401.html.

Title I, Part A District Set-Aside Regulations

Below is a description of some of the set-asides that LEAs must consider before determining funds available for distribution to participating schools. Other set-asides (not described here) are for eligible private school children, the Neglected/Delinquent program, and preschool programs.

Set-Aside	Description
District Administration	Consistent with State law, an LEA may reserve up to 12% of the Title I allotment for administrative activities. Indirect costs are included in this amount.
Parental Involvement	LEAs with an allocation of more than \$500,000 under subpart 2 of Part A must spend at least 1% of their allocation for parental involvement activities. LEAs with an allocation of \$500,000 or less must spend some amount [unstipulated] for parent involvement activities. At least 95% of the reserved amount (1%) must be allocated to Title I schools for parental involvement activities.
Professional Development	LEAs may reserve Title I funds to support ongoing training and professional development. LEAs may reserve up to 5% of their Title I funds to provide incentives and rewards to teachers to work in Title I schools that are in any phase of Title I School Improvement.
LEA Improvement	LEAs identified for Improvement must set aside at least 10% of their Title I, Part A allocation to be used for professional development, excluding funds reserved for schools identified for Improvement that must also set aside 10% their Title I, Part A school allocation for professional development.
School Improvement	LEAs with school(s) in Improvement must set aside an amount equal to 20% of their allocation for school choice-related transportation and Supplemental Educational Services (SES) costs, unless a lesser amount is needed. LEAs must set aside a minimum of 5% for transportation and 5% for SES. An LEA may, but is not required to, count costs for parent outreach and assistance regarding public school choice and SES toward its 20% obligation, subject to a 1% cap.
Homeless	LEAs must set aside funds to provide services for homeless children in non-Title I schools that are comparable to services for homeless children in Title I schools.

SUPPLEMENT/SUPLANT ARRA GUIDANCE

(Paraphrased from “Title I Fiscal Guidance” available on the Web at www.ed.gov/programs/titleiparta/fiscalguid.doc.)

C-9. May Title I, Part A American Recovery and Reinvestment Act (ARRA) funds be used to support activities that were previously supported with non-Federal funds without violating the supplement, not supplant requirement?

It depends. A determination of supplanting necessitates determining what activities an LEA would conduct with non-Federal funds if it had no Title I, Part A funds. Generally, an LEA may not use Title I, Part A funds for activities that it would have conducted in the absence of Title I, Part A funds.

Several situations give rise to a presumption of supplanting (i.e., a presumption that the LEA would conduct the activity with non-Federal funds if it had no Title I, Part A funds available): (1) the activity is required by local, State, or other Federal law; (2) the LEA conducted the activity in the prior year with non-Federal funds; or (3) the LEA uses non-Federal funds to provide the same activity for non-Title I students or in non-Title I schools that it provides with Title I, Part A funds for Title I students in Title I schools.

The LEA may overcome this presumption, however, under the following conditions:

- The LEA can demonstrate that there was a reduction in the amount of non-Federal funds available to the LEA to pay for the activity previously supported by non-Federal funds or the LEA can demonstrate that its educational priorities with respect to its use of non-Federal funds have changed.

- The LEA makes the decision to eliminate the activity without taking into consideration the availability of Title I, Part A funds, as documented by fiscal and programmatic records confirming that, in the absence of Title I, Part A funds, the LEA would have eliminated the activity. These records, for example, might document the reduction in non-Federal funds or explain what priorities changed to warrant a shift of non-Federal funds away from those priorities. Such documentation should happen at the same time as the LEA’s decision-making process (not after the fact) or it is very difficult to rebut a presumption of supplanting.
- The activity is allowable under Title I, Part A and consistent with all Title I fiscal and programmatic requirements. For instance, a teacher formerly paid from non-Federal funds must be: (1) engaged in activities that are allowable under Title I, Part A; (2) meeting the academic needs of Title I students in a schoolwide program or providing supplemental services in a targeted assistance school; and (3) conducting activities consistent with the LEA’s application approved by the SEA.
- The funds must be used for a necessary and reasonable purpose to administrate the program and be authorized and not prohibited under State and local laws or regulations.

If an LEA can successfully rebut the presumption of supplanting, the LEA may use Title I, Part A ARRA funds to support an activity which was previously supported with non-Federal funds.

Four Funding Awards Make Up Title I, Part A for 2009-10

The US Department of Education (USED) awarded each State 50 percent of the ARRA Title I, Part A allocation for the 2009-10 school year on April 1, 2009, on the basis of the State’s existing approved ESEA Consolidated State Application. (The April funding award is part of the 2009-10 school year allotment, not the 2008-09 school year, and so no carry over is required.) USED expects to award the remaining Title I, Part A ARRA funds by Sept. 30, 2009, after each State submits, for review and approval by USED, additional information that addresses how the State will meet ARRA accountability and reporting requirements.

The regular Title I, Part A allocation for the 2009-10 school year will be awarded on July 1 and Oct. 1, 2009. These four funding awards make up the State’s total **2009-10** Title I, Part A allocation. The spending period for the 27-month Title I, Part A funds is from July 1, 2009, to Sept. 30, 2011. Funds must be obligated by Sept. 30, 2011, not including the 90-day liquidation period which ends

Dec. 30, 2011. A school is considered a Title I school from July 1st of each fiscal year regardless of when the application for funds is approved by the State.

Because of special ARRA reporting requirements, each State and LEA must account for these funds separately and so the grant awards are made separately. Gov. Bev Perdue established the Office of Economic Recovery & Reinvestment, led by Dempsey Benton, to coordinate and track North Carolina’s handling of federal stimulus funds as well as state-level economic recovery initiatives. The federal Government Accountability Office (GAO) has selected North Carolina as one of 16 states that will receive special attention regarding how it uses

the federal stimulus dollars and LEAs may be contacted as part of this process. State initiatives and fund tracking will be available on the Web at <http://ncrecovery.gov/>.

The process and formulas for allocation to receive additional funds under section 1003(a) and 1003(g) have not been outlined by USED at this time.

Former PRC	New PRC	Name
050	141	ARRA - Title I
105	142	ARRA - Title I School Improvement
117	143	ARRA - School Improvement 1003 (G)
060	144	ARRA - IDEA VIB
049	145	ARRA - IDEA Pre School
107	146	ARRA - Education Technology-Formula
108	147	ARRA - Education Technology-Competitive
026	148	ARRA - McKinney Vento
NA	149	Child Nutrition Equipment
NA	TBA	ARRA - Stabilization

NCDPI Plans AYP Release

Below is a brief timeline regarding Adequate Yearly Progress (AYP), Supplemental Educational Services (SES), Public School Choice, and Title I.

Date	Activity
May/June 2009	End-of-grade and Spring end-of-course assessments are scanned.
Late June/July	School districts determine choice schools and other procedures for schools in Title I School Improvement.
June 12, 2009	SES applications from potential 2009-10 providers, available at www.ncpublicschools.org/program-monitoring/resources/ses/ , are due by this date.
June 12, 2009	Title I applications, available at www.ncpublicschools.org/program-monitoring/titleIA/grants/ , are due by this date.
June 30, 2009	Local school systems submit test data, including data from EOG Retest I, to NCDPI.
Mid-to Late July 2009	Local school systems release preliminary AYP results. Districts must notify parents of their choice and other options at least 14 days before the beginning of school.
July 2009	NCDPI verifies test data with local school systems.
July 5/6, 2009	NCDPI presents ABCs and AYP results to the State Board of Education for approval.
August 5/6, 2009	State Board of Education approves SES providers for 2009-10.
September 2009	NCDPI posts one form of each EOG and EOC test for each grade level and subject level with answers and achievement information relevant to Levels I-IV. (Sample test items are available on the Web at www.ncpublicschools.org/accountability/testing/ .)
Fall 2009	NCDPI and LEAs post 2008-09 data regarding public school choice and SES on their respective Web sites that complies with §200.39(c), §200.47(a)(1)(ii)(B); and §200.47(a)(3)(ii). (See related story on page 2.)

State Retests Can Be Used for ABCs, AYP Results

In April, the NC State Board of Education (SBE) approved a new policy allowing first retest results in grades 3 through 8 to be used in the calculation of performance composites of the 2008-09 ABCs and Adequate Yearly Progress (AYP) results. All students who score Achievement Level II on the first administration of end-of-grade assessments (EOGs) must be retested. The higher of the two scores will be used for calculations. Parents of students that score Achievement Level I on the first administration must be notified that they may request that their children be retested. The new policy affects math and reading EOGs for grades 3-8 and science EOGs for grades 5 and 8 this year.

LEAs must send all test scores, including EOG Retest 1, to NCDPI by June 30.

Because the US Department of Education (USED) does not allow the use of the Standard Error of Measurement (SEM) and a confidence interval for AYP, students who meet the Achievement Level III standard using the SEM must be retested and score proficient without the SEM for their retest scores to be included in the performance composites and for AYP. Schools will continue to be able to use the confidence interval.

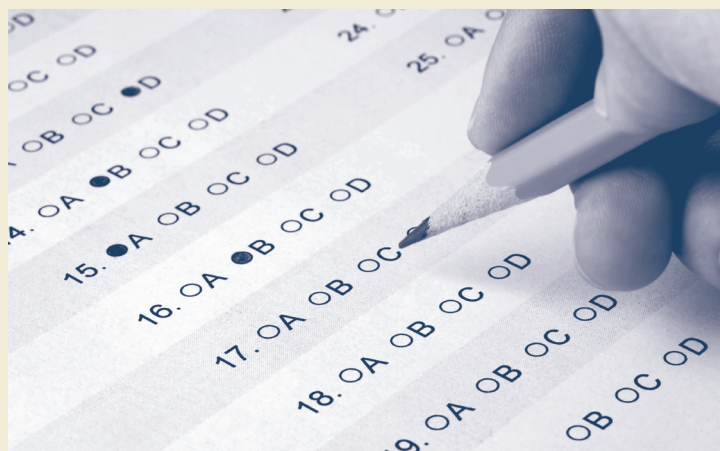
Some students identified as limited English proficient (LEP) in their first year in US schools are exempt from Retest 1 because these students' scores are not used in state or federal accountability.

Schools can use the results from both the original administration and Retest 1 along with other available information (e.g., formative

or benchmark data, portfolios) to make promotion decisions. Third administrations (i.e., Retest 2) may be used to help in determining if students meet promotion requirements, but only Retest 1 results will be included in ABCs and AYP calculations.

In addition, the SBE approved retest results for end-of-course assessments (EOCs) to be used in the calculation of performance composites and AYP results beginning with the 2009-10 school year.

Implementation of the new policy is pending approval from the USED. Allowing retests to be counted for AYP and ABCs calculations was one of 11 initiatives designated for immediate action in the State Board's June 2008 report, "Framework for Change: The Next Generation of Assessments and Accountability."



Look for a Book - With the Help of Lexile Scores

North Carolina's end-of-grade reports and high school students' English I state assessment reports include a simple number that can help students retain and grow their reading skills. A Lexile reading score, a measurement that matches a student's reading ability to a book's difficulty, is included in each of these assessment reports and can set the stage for a summer of fun, frustration-free reading.

NCDPI is partnering with statewide parent organizations and public libraries to spread the word about a free, easy-to-use online tool that uses these Lexile scores to help students find books on their reading level that also match their interests. Students can build a custom-made reading list by visiting www.lexile.com/findabook, entering their Lexile score, and searching for books by subject, author, title, or genre. The final step is to select the preferred titles, and view and print a custom-made list of books aligned with a user's reading ability.

For instance, if Joe in this sample case, who has a Lexile score of 880L, wants to read for fun, without worrying about struggling through the text, then he should find a text with a Lexile measure that is 100L below the score, or 780L, in this case. If he wants to boost his reading ability, then he should choose a text with a Lexile measure that is 50L above the score, or 930L in this case. On the Find-a-Book Web site, Joe can narrow his selection to different parameters, for instance, a 930L award-winning juvenile fiction book. He might find a book like "Sooner" by Patricia Calvert. By accessing the "Look it up" feature, Joe can see if his local public library has this book and possibly view preview text.

More than 100,000 books of all different levels and subjects are available on the site. More information about Lexile scores is available at www.lexile.com.

**End-of-Grade Testing
Parent/Teacher Report
Public Schools of North Carolina
Regular Test Administration**

Student: JOE
Teacher:
School: FAYETTEVILLE ST E
System: DURHAM
Test Date: Spring 2002

Grade
3

Reading (56 questions)

Scale Score: 155

This student scored at or above 80 percent of students who took the test during the norming year (1999).

Met State Gateway for Reading: YES

Student's Lexile Score	880L	Typical grade 3 class materials	330L-700L
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Interpretative Achievement Levels for Reading

Students performing at Level IV consistently perform in a superior manner clearly beyond grade-level requirements, competencies, and expectations. Students scoring in Level IV typically read at an analysis level and consistently use integration and evaluation thinking skills. They have success with literary passages (including poetry) and informatative passages about less familiar topics. In addition, they are

Mathematics (80 questions)

Scale Score: 258

This student scored at or above 80 percent of students who took the test during the norming year (2001).

Met State Gateway for Mathematics: YES

Interpretative Information for Mathematics

New Math Competency Goals	Number of Questions	Low			Average			High		
		1	2	3	4	5	6	7	8	9
Number Sense, Numeration, and Numerical Operations	19									X
Spatial Sense, Measurement										

North Carolina was the first state to report student Lexile measures on its standardized testing report for grades 3-8 in 1997. This year is the first time the measure is being reported for English I high school assessments. The Lexile measure, the most widely adopted reading measure in use today by districts, states and test publishers, may be an important factor as NCDPI moves from a year-to-year growth model to a longitudinal growth model. Dr. Gary Williamson, director of accountability operations, is leading the agency's effort to develop a longitudinal growth model that describes students' academic growth and can be used to set growth expectations. Such a growth model might look similar to CDC Growth Charts developed by the National Center for Health Statistics that doctors reference during children's check-ups. The Lexile Framework was developed by MetaMetrics, an independent education company based in Durham, after 15 years of research funded by the National Institutes of Health.

State Testing & Reporting Cycle Returns to Regular Schedule

The 2008-09 school year does not include any new tests, which allows the testing and reporting schedule to return to a more typical one this spring and summer.

The end-of-grade and end-of-course tests will be given to students and graded on an ordinary schedule this spring, allowing local

schools to provide student scores and reports within a few days of taking the tests. Preliminary Adequate Yearly Progress (AYP), ordinarily reported by school districts in mid-July, should be on schedule, according to Accountability Director Lou Fabrizio. Full ABCs and AYP reporting is set for August 5/6 when the State Board of Education holds its monthly meeting.

Title I Distinguished Schools for 2009 Receive Recognition

First Flight Elementary (Dare County Schools) and Forestville Road Elementary (Wake County Schools) were recognized recently as Title I Distinguished Schools for 2009.

The Title I Distinguished Schools Recognition Program showcases top schools that are organizing successful academic programs for the state's neediest students. Title I Distinguished schools receive a \$7,500 award and school leaders represent the state at the National Title I conference, held this year in San Antonio, Texas, Feb. 19-22.

"First Flight Elementary and Forestville Road Elementary are to be congratulated for not only improving student performance but also for the citizenship and character of their students," said Charlotte Hughes, director for Student Support Services at the NCDPI. "As North Carolina Title I Distinguished Schools, they represent the strong efforts of educators to promote student success."

First Flight Elementary (FFES), a PK-5 school serving 380 students, was selected as a Title I Distinguished School based on high student performance, Adequate Yearly Progress (AYP) status, and having at least 40 percent of its student population qualifying as economically disadvantaged.

FFES is committed to providing rigorous and relevant instruction in a caring, cooperative, creative and safe environment with high expectations for student learning. A strong instructional leadership team, led by Principal Margie Parker, places great value on a collaborative approach to both teaching and learning.

The school schedule provides a common planning time for teachers and an intervention and enrichment period for students daily. At weekly collaborative team meetings, teachers evaluate the effectiveness of instructional strategies, share data from formative assessments, and determine interventions to meet specific student needs.

"This recognition is particularly rewarding for the First Flight Elementary faculty and staff, parents and community who have quietly gone about their work of doing whatever it takes to ensure the success of every child for FFES," said Principal Parker.

Active involvement in student learning is promoted through cooperative learning, use of hands-on materials, and the integration of technology. The "Kindness, Safety, Cooperation, Respect and Peace" program teaches and recognizes positive student behavior.

"First Flight Elementary School is a perfect example of a school where a culture of high expectations for both teachers and students leads to remarkable success in all areas of the school environment," said Judi Hornbeck, director of elementary instruction in Dare County. "First Flight is a wonderful school where learning has no boundaries."

Parents support the school and participate through the Parent Teacher Organization, open houses, math nights and Partners in Print nights. Community resources such as Wright Flight, Dare Education Foundation, the Outer Banks Women's Club, Kill Devil Hills Fire Department, and the Dare County Health Department enhance the school's instructional program. Numerous parents, high school tutors, and community volunteers assist students daily.



Beginning in kindergarten, the focus at First Flight Elementary School is to develop independent readers.

Students and staff support their community through the Outer Banks Fun Run, Toys for Tots, Dare County Food Pantry, Relay for Life, Jump Rope for Heart, and the Society for the Prevention of Cruelty to Animals (SPCA).

Forestville Road Elementary, a PK-5 school serving a diverse 597 - member student body, was selected as a Title I Distinguished School based on closing the achievement gap between different groups of students. The school, with over 43 percent of its students qualifying as economically disadvantaged, opened in 2004 in Knightdale, a community near Raleigh.

For three consecutive years, the school has made AYP, even though to do so the school must meet 25 target goals. The school must meet proficiency and participation goals for six student groups – all students, Black, Hispanic, White, economically disadvantaged, and students with disabilities – in reading and math. The school has made a 5 percent gain in math scores over the past three years.

Forestville's core belief is that learning is not a privilege allocated to a chosen group, but the right of every student.

"The key to our success is our passionate belief that all children can succeed and that it is our responsibility to ensure that this happens," said Forestville's Principal Dianne Pridgen. "Our caring relationships and high expectations provide the supportive net to catch all students and give them opportunities to reach their highest potential.

Forestville's professional learning communities (PLCs) are the foundation for guiding intervention and promoting student learning in the classroom. In PLCs, teachers meet regularly to evaluate lessons aligned to state standards, analyze data, monitor student progress, collaborate in classroom planning, and ask questions about learning that improve teaching practices.

A core teacher intervention team provides targeted intervention in reading, math and writing during the instructional day. The team actively supports classroom teachers by meeting with them individually, discussing student progress in PLCs, developing units of study based on state standards, modeling lessons in the classroom, and conducting staff development on best teaching practices. The school offers tutoring before and after school and Saturday camps.

Forestville is a pilot school for Building Thinking Skills, a program designed to help students develop their critical thinking skills. The



Forestville Road Elementary students work in a guided reading program.

school helps students to use creative problem-solving skills and the basic tenants of Stephen Covey's "The 7 Habits of Highly Effective People" to set and achieve realistic academic and personal goals.

Forestville's family, school and community partnerships are essential in closing the achievement gap between different groups of students. The school participates in the National Network of Partnership Schools and Partnership for Educational Success and conducts home visitations, multilingual parent-teacher conferences, and parent education nights.

Although Forestville is in a small rural community, students have learned that their actions can make a positive global impact. Grade-level teams sent care packages to soldiers overseas, designed and created ceramic bowls participating in the Empty Bowls Project for world hunger, and raised money for Dimes for Diabetes research. Locally, students and staff have collected food and clothing for homeless shelters, adopted

groups of grandparents at local nursing homes, donated stuffed animals to local fire departments, and co-hosted the annual Knightdale Community Health Fair.

The community has given back to Forestville through the Helping Hands Mentoring program, 4-H Club, and the Knightdale High School tutoring program. Parent volunteers work throughout the school assisting at-risk students in core academic areas and providing support for classroom teachers.

Both First Flight Elementary and Forestville Road Elementary made high growth in student achievement under North Carolina's ABCs program last year.

Nominees for Title I Distinguished Schools recognition were pre-selected at the state level with one candidate being selected from each region for each of the two categories. Other 2009 nominees for the high student performance category were: Rock Ridge Elementary, Wilson County Schools; Laurel Elementary, Madison County Schools; Green Valley Elementary, Watauga County Schools; East Elementary, Cleveland County Schools; District 7 Elementary, Cumberland County Schools; and Brinson Memorial Elementary, Craven County Schools.

Three additional 2009 nominees for the closing the achievement gap category were: South End Elementary, Rockingham County Schools; Gardners Elementary, Wilson County Schools; and Meadow Lane Elementary, Wayne County Schools.

NATIONAL COMMON STANDARDS DRIVE GETS A BOOST

State Superintendent June Atkinson represented North Carolina, one of 41 states represented, at the April 17 meeting co-sponsored by the National Governors Association and the Council of Chief State School Officers (CCSSO) to get states on board with the idea of building math and language arts common standards.

North Carolina committed to the initiative in writing, with Board approval, weeks later. This means that North Carolina is committed to the process of the common standards initiative, but not necessarily

to adopt the standards which are under development. States will have the opportunity to review the standards throughout the development process and adopting the standards is voluntary. Standards will be benchmarked against international standards, where available.

End of high school standards in math and language arts that are aligned with college- and career-ready expectations will be released in July 2009. Grade-by-grade K-12 standards will be released in December 2009.

Applications Are Open for McKinney-Vento Subgrants

Applications for the McKinney-Vento subgrant program are open and available to local homeless liaisons online at www.serve.org/hepnc, the new Web site for the North Carolina Homeless Education Program (NCHPEP). The deadline for submission is June 3, 2009. The McKinney-Vento Act requires that school districts identify homeless children and youth and provide them with the support they need to attend school regularly and succeed academically.

All school districts that have identified 50 or more homeless students are eligible to apply for the McKinney-Vento subgrant program. School districts with less than 50 homeless students may enter into a consortium of districts whose number of homeless students exceeds 50, and the consortium may submit an application. The subgrant program is a competitive process that awards funds to school districts based on documented need and quality of the application.

In addition, the NCHPEP will facilitate the dissemination of McKinney-Vento American Recovery and Reinvestment Act (MV-ARRA) stimulus funds for homeless students. These funds will be awarded on a formula basis to those districts that submit a brief application. More details on the MV-ARRA funds will be posted at www.serve.org/hepnc and announced to local homeless liaisons by the end of May.

In January 2009, the NCDPI contracted with The SERVE Center, an educational research and development organization housed at the University of North Carolina-Greensboro, to manage the state homeless education program. The NCHPEP is working to increase the capacity of school districts in North Carolina to identify and serve homeless children and youth. The SERVE Center also houses the National Center for Homeless Education (NCHE), the US Department of Education's technical assistance center in the

USED RULES ON 20% FUNDING RESERVATION

The US Department of Education now requires a district to take certain actions before it can carry over unspent funds from its 20 percent set-aside to use on regular programs the next year. An LEA must be able to show the SEA that it has:

- Partnered with outside groups to communicate public school choice and Supplemental Educational Services (SES) opportunities;
- Given parents a genuine opportunity to sign up for choice and SES;
- Provided parents with at least two SES enrollment windows at separate points in the school year;

- Given SES providers access to school facilities on the same terms as are available to other groups; and
- Informed the SEA of the amount of funds remaining from the 20 percent obligation that it intends to spend on other allowable activities.

More information is available on the Web at www.ed.gov/policy/elsec/reg/title1/fedregister.html and www.ed.gov/programs/titleiparta/fiscalguid.pdf.

NCDPI Makes Changes in SES Program

Several changes are in place for the way Supplemental Educational Services (SES) providers will be selected and the way the program will be implemented in 2009-10. With a waiver in federal regulations, NC LEAs and schools in Improvement can be SES providers. The second-phase application window will close June 12 and the State Board is scheduled to approve 2009-10 providers at its August meeting. Beginning this year, applications that miss some required aspect go to a deliberations committee for a review process in which applicants may have an opportunity to share more information. In addition, there is an appeals process available to applicants who are not chosen for recommendation to the Board. During this process, applicants have additional opportunities to address the concerns of reviewers.

New federal regulations require states to implement additional standards for approving SES providers and improve their monitoring of SES. Before approving providers, the State must consider:

- Evidence from a provider that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children;
- Information from a provider on whether it has been removed from any state's approved provider list;

- Parent recommendations or results from parent surveys, if available, regarding the success of a provider's instructional program in increasing student achievement; and
- Any evaluation results demonstrating that a provider's instructional program has improved student achievement.

Also, new regulations require more monitoring from states on how districts implement SES. This year, NCDPI is piloting a program in which it directly monitors providers.

Beginning this year, each provider serving a minimum of 25 students must provide a site coordinator. In addition, each student served must receive at least 30 hours of tutoring, two of which can be spent in assessing.

A manual outlining new SES standards and procedures is available online at www.ncpublicschools.org/program-monitoring/resources/ses/.

North Carolina will continue to participate in a federal pilot program offering flexibility to offer SES prior to public school choice, if given the opportunity by the US Department of Education when this year's pilot expires July 1. Last year, 35 districts participated in the pilot. Districts interested in participating in the pilot for the 2009-10 school year should keep checking the Web at www.ncpublicschools.org/program-monitoring for news of this opportunity.

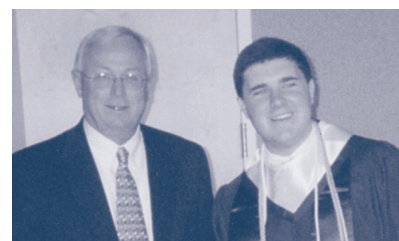
Harrison Is New SBE Chairman and CEO

State Board of Education Chairman and Chief Executive Officer Bill Harrison is the first person to hold the combined position created by Gov. Bev Perdue in order to consolidate leadership for the state's preK-12 public schools. Harrison, who has been in the new post since March 6, came to the Board after 11 years as the superintendent in Cumberland County and after service as Hoke County superintendent and as a principal and fourth grade teacher.

Harrison, the father of a high school senior and a college student, said that his own children's progress is a motivation for him. "When I watched my son graduate from high school, I realized that there was never any doubt that he would graduate from high school. We simply would not have allowed anything less to happen in his life," Harrison said. "And on graduation day, it occurred to me that dropping out of school should not be in mind for any student in North Carolina – whether his or her parent is a local superintendent or not."

With this as a major motivator, Harrison's goals at NCDPI are to provide the support and expertise that local school districts and schools need in order to serve all students well.

Since he began as Chairman and CEO, Harrison has faced a number of challenges, including a difficult state budget situation. "North Carolina is a leader in educational innovation in the nation," he said. "Even though our state faces some significant challenges right now, we are not unusual in that regard, and we will continue to move forward."



Bill Harrison and son, Will, celebrate at high school commencement activities.

USED Rules on NCEXTEND2 OCS Tests

In March, the US Department of Education (USED) informed NCDPI that it would uphold the previous administration's ruling that the NCEXTEND2 Occupational Course of Study (OCS) assessments in reading, writing, math and science assessments (Occupational Writing, English I, Occupational Math I, and Occupational Life Skills Science I and II) can no longer be used to meet the high school testing requirements under NCLB. OCS students must still take the NCEXTEND2 assessments to meet the requirements of the State ABCs Accountability Program, but results cannot be used for Adequate Yearly Progress (AYP). Students taking these tests will be counted as non-participants for AYP purposes.

The USED letter stated, "...The current OCS tests do not provide an appropriate challenge for high school students with disabilities who are entitled to full participation in the general curriculum

despite the need for a test that is based on modified achievement standards. Both the Individuals with Disabilities Act (IDEA) and Title I of the ESEA require the state to provide access to the general curriculum for all students and to implement assessments that are aligned with grade-level content standards, except for a small number of students with the most significant cognitive disabilities. More than 2,500 students took the OCS tests in 2007-08. They are entitled to instruction in the same academic content as their classmates under the *North Carolina Standard Course of Study*."

Because the other assessments available for meeting AYP (EOC English I, Grade 10 Writing, EOC Algebra I and EOC Biology tests) do not match the OCS Standard Course of Study, OCS students will not be eligible to take any of the assessments meeting USED's approval.

NCDPI NAMES HUGHES AS DIRECTOR



Charlotte Hughes is now director of Program Monitoring and Support Division after having served as interim director since May 2008. Hughes' career at NCDPI began in 1996 as an education consultant in the School Improvement Division. In 1999, she became chief of that division's Effective Practices Section. In 2004, she became special assistant to the Associate

Superintendent for Curriculum and Instruction. In May 2008, she became the interim director for NCDPI's Program Monitoring and Support Division where she monitors the requirements of federal programs covered under NCLB and state mandated programs, provides leadership, and monitors the Division's work, including dropout data collection and state textbook administration. Hughes holds an M.Ed. in Educational Research and Supervision from North Carolina State University.

Applications Are Open...CONTINUED

area of homeless education. NCHPE links homeless liaisons to all resources at NCHE.

Since January, the NCHPE has updated a contact list for all local homeless liaisons in the school districts, created an informational listserve, developed the Web site, and conducted five regional meetings across the state to provide updates and information to assist school districts with implementing the McKinney-Vento Act.

North Carolina reported nearly 17,000 homeless students enrolled in school for the 2007-08 school year and numbers are increasing. A recent report from the National Center on Family Homelessness, available on the Web at www.homelesschildrenamerica.org, estimates that one in 50 children will experience homelessness in a year.

For more information, contact Diana Bowman, NCHPE interim contact, at dbowman@serve.org or 336-315-7453.

NC Increases Highly Qualified Percentages

For 2008, 97.8 percent (99 percent at the elementary level and 96.4 percent at the secondary level) of the state's classes were taught by Highly Qualified teachers, compared with 84.6 percent when the Highly Qualified statistics were first gathered in 2004. Also for 2008, 99.4 percent of low poverty elementary classes were taught by Highly Qualified teachers and 98.7 percent of high poverty elementary classes were taught by Highly Qualified teachers. At the secondary level, these percentages were 97.4 percent and 93.3 percent, respectively. There are 22 school districts with a Highly Qualified rate below 97 percent. Many of these districts have received or are in the process of receiving NCDPI assistance concerning ways to improve their percentages.

A main key to improving the Highly Qualified rates was the HOUSSSE (High, Objective, Uniform, State-Standard of Evaluation) option. Another key was teachers taking and passing the appropriate PRAXIS II test to become certified in the core academic areas as defined by No Child Left Behind (NCLB). But now that the HOUSSSE option has phased out, improvement will be made through school districts' attention to course coding and in matching the "teacher of record's" licensure area with teaching assignments and avoiding out-of-field assignments for even a portion of the day.

Middle and high schools, especially small high schools and exceptional children's areas, continue to present challenges. Title II, Part A funding is one resource that can be used by districts to pay the cost of those teachers taking PRAXIS II tests in the core academic areas in order to be considered Highly Qualified.

The US Department of Education will be monitoring the State for Title II, Part A in May 2009. Along with the monitoring at the state level, Lexington City Schools, Moore County Schools and Durham Public Schools will be interviewed from the LEA perspective as part of the monitoring process.

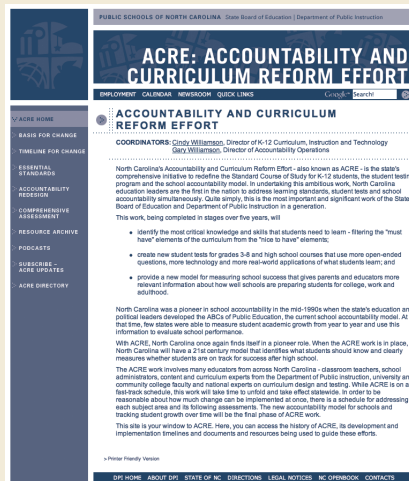
ACRE Moves Forward; Here's How You Can Participate

The Accountability and Curriculum Reform Effort (ACRE) continues to move forward. This effort, a direct result of the 2007 Blue Ribbon Commission on Accountability and Testing, is a five-year initiative to streamline the state's curriculum, to create modern and more meaningful student assessments, and to move to a new school and district accountability model.

Drafts of the first five new sets of essential standards for learning have been developed and published online. These standards are for: English 10, Mathematics, Science, Information and Technology Skills, and the Occupational Course of Study. Your feedback is important.

Please go to www.ncpublicschools.org/acre/standards/ to read the new draft standards and to offer your feedback. Each local education agency is being asked to convene a group to respond to the drafts with specific feedback, but individuals also are invited to review the drafts and to respond to a survey about the new standards.

Redesigning the essential standards for learning is the critical first step toward a new assessment and accountability model and is intended to help teachers sift the “must know” standards from the



“nice to know” standards. More than 800 educators and other citizens are already involved in this work to rebuild all three areas of North Carolina’s system of public schooling – an essential standards system, new assessments including benchmark, formative and summative, and a new accountability model.

Teachers’ and principals’ feedback to date has significantly impacted the Writing Assessment System Pilot, an important initiative in the ACRE project. Feedback prompted changes to require only a single scorer for the “on-demand” writing samples; revision and addition to the Instructional

Writing Moodle, an open source software package used for professional development; and more communication to make sure that teachers understand that writing already assigned within the classroom is the writing that can be used for assessment (not an on-demand writing test that is given on just one day). This feedback was invaluable in advancing ACRE’s goal is to replace the current English I end-of-course test with a high school English assessment given at Grade 10 by 2011-12.

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

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